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ABSTRACT

This instructional module is part of a project to reform current school curricula, improve instructional services for handicapped and at-risk limited-English-proficient (LEP) and language minority students, and provide innovative leadership in higher education related to programs for LEP persons. The materials contained in the module are designed to help in training personnel to serve this population, and are intended for use by consultants providing in-service education to teachers and administrators. This module, the first in a series of five, discusses key concepts for meeting the challenge of educating a multicultural, multilingual student population. Topics include: a history of immigration and predictions for the future; the effects of population shifts on the education of language minority students; the impact of laws, litigation and executive orders on bilingual/English-as-a-Second-Language education and special education; understanding cultural and linguistic differences including different learning styles; and locating and using educational resources. Each section contains a series of critical points to be elaborated on by the consultant, suggested activities for participant involvement, and masters for handouts or transparencies. A list of references and resource materials is appended. (MSE)

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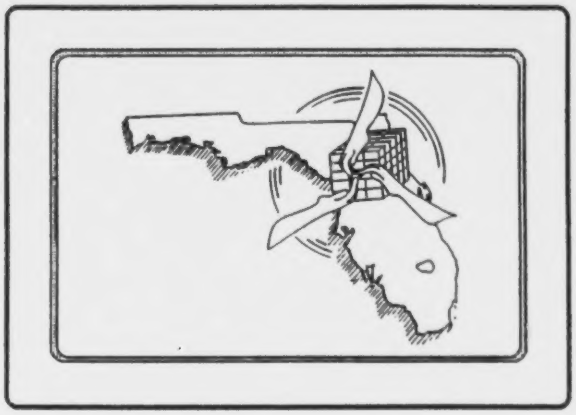
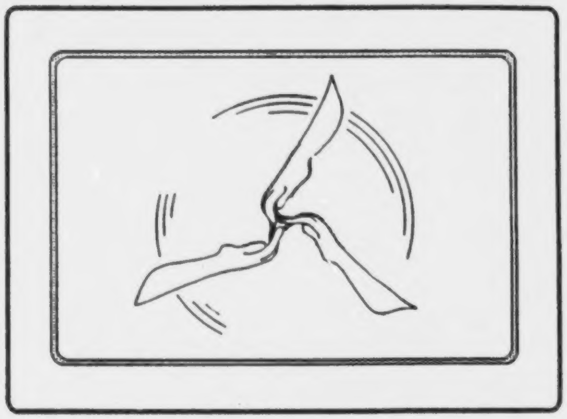
FOREWORD

The essential purposes guiding the development of the Collaboration and Reform project are (a) to **reform** current curricula, (b) to **Improve** instructional services for handicapped and at-risk limited English proficient (LEP) students and language minority students, and (c) to provide **Innovative** leadership in higher education programs related to programs for LEP persons. Over the past 10 years, the educational personnel training needs in Florida have changed for two reasons. *First*, as a result of high and sustained immigration, Florida has large and growing populations for whom English is not the native tongue. The state has the largest percentage of Hispanic foreign born in the nation and has the fourth largest LEP and non-English language background (NELB) populations in the country. An unknown number of these students are handicapped or at-risk of educational failure. *Second,* personnel training needs have changed due to recent population shifts. Few personnel have been prepared to work with students for whom English is not the only language and who are handicapped or at risk of educational failure. Small sporadic efforts have occurred to address these needs, but the question remains of how to make programs effective in meeting the needs of LEPs while at the same time adddressing the needs of mainstream students. It is clear that collaboration and reform is essential if the state is to ensure that the educational needs of the changing school populations are met. One of the major goals of the Collaboration and Reform project is to enable the University of Florida to increase its effectiveness in addressing these training needs. An important outcome of the project is the development of this series of five modules that will promote the achievement of this goal.

About the Logo...

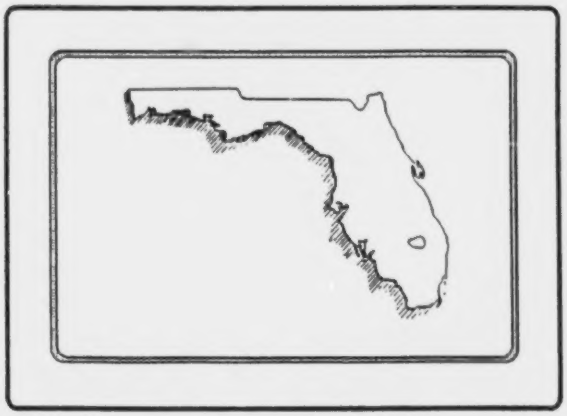


As a word has multiple interpretations representing multiple concepts, so may the Collaboration and Reform Project logo be viewed and interpreted from multiple perspectives. We invite the reader to view the symbols and generate personal interpretations.



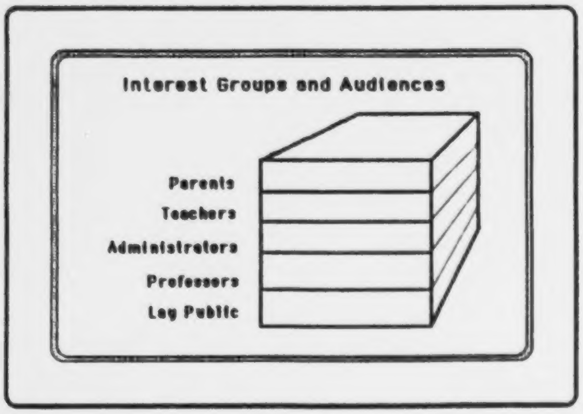
The hands as a propeller...

Hands are a universal symbol of humanity. The hands on the project logo symbolize the concepts of acceptance, protection, and support. The hands representing a propeller in motion may be seen as the evolving nature of the project. As the needs of growing student populations change, so must the concepts of creativity, innovation, and appropriateness in developing and implementing solutions to meet those needs.



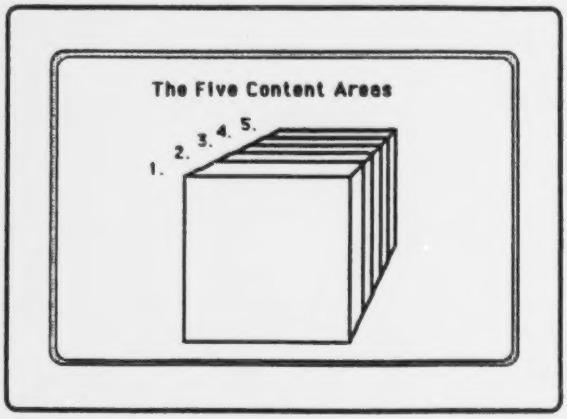
The map of Florida...

Superimposing the symbols of the hands and the cube on a map of Florida symbolizes the statewide scope of the project. Inherent is the development and facilitation of collaboration and communication across the state, as well as beyond the state boundaries.


Interest Groups and Audiences
Parents
Teachers
Administrators
Professors
Lay Public

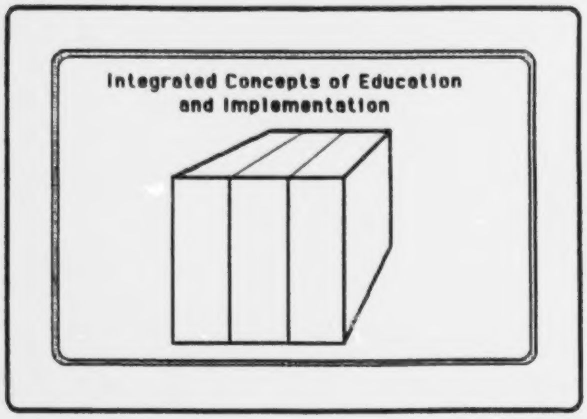
The cube and its first dimension...

The cube is representative of a multidimensional approach to achieving the objectives of the project. One dimension of the cube focuses on the varied interest groups and audiences who share a concern for handicapped and at-risk limited English proficient and language minority populations.


The Five Content Areas
1.
2.
3.
4.
5.

A second dimension of the cube...

A second dimension of the cube addresses specific issues that are critical to the education of language minority populations. To address these issues, the Collaboration and Reform Project has compiled, developed, and field-tested the following five modules: Foundations of Multicultural Education, Second Language Development and Instruction, Language Assessment, Working with Parents, and Transdisciplinary Teaming.


Integrated Concepts of Education and Implementation

A third dimension of the cube...

A third dimension of the cube represents the integration of the two concepts of education to increase awareness of the needs of the target populations and their families, and implementation of strategies to meet those needs. Because of this project's emphasis on individual accountability, leadership development to accomplish these concepts is also addressed.

MODULES IN THIS SERIES

Module 1, **Foundations of Multicultural Education**, includes key concepts which address the challenge of educating multicultural, multilingual students. Topics include a history of immigration; population changes; predictions for the future; laws and litigation related to civil rights, bilingual/ESOL education and special education; understanding cultural and linguistic differences; learning styles; and educational resources.

Module 2, **Language Assessment**, provides guidelines for the assessment of student language development. Emphasis is placed on developing specifically defined assessment environments that promote student-environment interaction in order to elicit language in context. Included are procedures for eliciting, analyzing, and interpreting language samples, and forming hypotheses which are useful in planning curriculum and learning strategies that meet the needs of non-English language background students with special needs.

Module 3, **Second Language Development and Instruction**, provides an overview of the actual language development of handicapped and at-risk limited English proficient and language minority students and offers field-tested resources and suggestions for developing the English language proficiency of such students.

Module 4, **Working with Parents**, addresses such issues as dealing with the importance of parent-school collaboration, understanding the attitudes and beliefs of non-English language background (NELB) parents and students, assessing the needs of NELB families, establishing effective communication with parents in multicultural settings and developing plans for parent involvement and for strong school-community relationships.

Module 5, **Transdisciplinary Teaming**, emphasizes that the concerted collaborative efforts of transdisciplinary team members can effectively impact handicapped and at-risk LEP students. Topics include: the process and structure of transdisciplinary teaming; establishing the need for transdisciplinary teams; proactive school organization; designing effective interventions; understanding the process and the roles of transdisciplinary team members and using interpreters and translators.

ORIENTATION TO THE MODULES

The modules are designed for use by consultants who provide inservice education to teachers and administrators. A comprehensive table of contents is provided so that consultants may select specific topics relevant to their needs. Each section includes a series of critical points to be elaborated upon by the consultant, suggested activities for participant involvement, as well as items formatted for use as transparencies or handouts. (Note that these items are coded "T" or "H" in the table of contents). A list of references and resource materials is located at the end of each module for consultants who wish to provide further training or more information in a given area.

Module 1: Foundations of Multicultural Education

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FOUNDATIONS OF MULTICULTURAL EDUCATION

Overview of the Module

This module is the first in a five part series on meeting the educational needs of students who are linguistically and culturally different from the mainstream population of the United States. As the introductory module, it provides a foundation of information on population changes and policy formation in the development of programs that are responsive to the needs of the target population of student The phrase "handicapped or at-risk" is used extensively throughout the modules because students who are culturally and linguistically different from the personnel who are working with them, may or may not have a handicapping condition. They may appear to be handicapped when they are not, or they may be handicapped and in need of special instruction and support services. This handicapping condition may go undetected because of the limitations within school programs and policies. Each component contributes to the overall understanding of the issues of educating language minority students from a national perspective. Vocabulary useful for understanding the content of the module is also presented.

Component **1.1** provides information on population changes from both historical and contemporary perspectives. In this section, information on immigration patterns, use of census data, and future demographic projections are discussed. Not all language minority students are recent immigrants; many have families who have been in the United States for decades, even centuries. Motivations and differences in immigration and population cohorts are discussed in this component.

Specific information relevant to the language minority and limited English proficient students within the state of Florida is discussed in **1.2.** Trends and issues relevant to the development of programs within the state are presented.

Law, executive orders, and litigation on behalf of a number of different groups have formed the current educational policy. These are discussed in component **1.3.** Important here are the recent decisions for determining program effectiveness.

Culture is a difficult topic to teach. Instead of providing information on different cultures, component **1.4** provides information on differences in learning style preferences and on ways of becoming familiar with specific cultures and communities.

Determining what participants want to know and which competencies they value is an important part of developing programs responsive to students' needs. Component **1.5** provides three different surveys and suggestions for their use.

Knowing how to access information and to be professionally informed is also important. Component **1.6** provides information on different organizations that have demonstrated some interest in addressing the needs of handicapped and at-risk language minority students.

Activities within each component vary depending on the level of understanding and experience of the participants. Initially, some of the information required for understanding the issues and concerns can be provided most efficiently through lecture and discussion. However, once participants have developed an understanding of the vocabulary and concepts, they should be encouraged to discuss ideas, and share perceptions and concerns. More active participation is encouraged as participants develop a foundation of knowledge and an awareness of the needs of and barriers to effectively educating the target population.

1.1 IMMIGRATION HISTORY AND PREDICTIONS FOR THE FUTURE

1.1.1 The United States is a Nation of Immigrants

CRITICAL POINTS

The United States is a nation of immigrants. While this is an historically recognized fact,it is also a reality which escapes the attention of many citizens. The information and activities in this section are designed to assist participants not only in comprehending the historical perspective of immigration, but also in seeing how the historical future is being shaped by the recent immigrants with whom they work.

- There are peaks and lulls in immigration which correspond to national and international economic and political conditions. The **timeline** provides an historical overview of immigration across the past two centuries **(1.1.1.T.1.A-B)** and **(1.1.1.H.1)**
- Since the first Native American set foot on this continent, immigration has had a major impact on the development of North America. Spanish, French, English, Portuguese, and Dutch settlements, and the forced immigration of African slaves, influenced not only U. S. history but also the culture and the ethnicity of the nation **(1.1.1.T.2)**.
- Immigration is often conceptualized as going only from East to West. **(1.1.1.T.3)**, but should also include the North to South and South to North immigration of the French and Spanish.
- These patterns of immigration, and the areas most highly impacted by French and Spanish immigration can be seen on **(1.1.1.T.4)**.
- The graphic **(1.1.1.T.5)** clearly illustrates the periods of peak immigration during the beginning and the conclusion of the twentieth century. Notice that current immigration is almost as high as peak immigration. The difference, and this is a critical difference, is that at the turn of the century immigrants could find jobs in many labor intensive areas of the economy such as farming, delivering ice and other jobs which are no longer available. At the beginning of the century, a strong back and a willingness to work were all that was necessary to become integrated into the economic system. While many immigrants now enter the United States with highly technological backgrounds, not all do.

Now, at the conclusion of the century, the demand for literacy skills required for economic participation makes the transition for new immigrants much more difficult. **U.S. Department of Justice, Immigration and naturalization Service, 1987. Statistical Yearbook of the Immigration and Naturalization Service, p.1**

ACTIVITIES

- Have participants relate the critical points shown in the time line **(1.1.1.T.1.A-C)** to the map showing the historical influences of Spanish and French settlements in North America **(1.1.1.T.2-4).**
- While **(1.1.1.T.4)** is displayed, ask participants to consider other groups that have immigrated to North America over the past 200 years. Draw arrows on the transparency indicating the areas that have been highly impacted by these groups. Make sure the following groups are included: African, German, Polish, Scandinavian, Irish, Italian, and Asian.
- Have participants compare and contrast differences in life at the turn of the century and now. How might these differences impact now?
- If we made a map of current immigration patterns, how would it look? Participants might enjoy looking up immigration data and constructing a map.

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CRITICAL POINTS IN THE HISTORY OF U.S. IMMIGRATION A TIMELINE FROM THE 1800s TO THE 1960s

(1.1.1.T.1.A)

• (1505)-1808	Legal importation of Africans for the purpose of slavery
• 1803	Purchase of the Louisiana Territory from France
• 1819	Purchase of Florida and part of Texas from Spain
• 1820s	Great waves of immigrants (approximately 800,000) annually from northern Europe (principally Great Britain, Ireland, Germany and Scandinavia)
• 1840s	Mexican-American War (in 1848 Mexico ceded the territory which is now the states of Texas, New Mexico, Arizona, California, Nevada, Utah, and Colorado)
• 1860s	U. S. Civil War which initiated the unification of the West and East
• 1870-1880s	Large numbers of Chinese enter the U.S. as contract laborers for railroad construction

(1.1.1.T.1.B)

• 1890s	Spanish-American War
• 1891	Congress creates the Office of Superintendent of Immigration, later called the Immigration and Naturalization Service
• 1904	Acquisition of the Panama Canal
• 1900-1920s	A wave of immigration from central and southern Europe (particularly Italy, Hungary, Poland and Russia but representing more than 40 nations)
• 1930s	The great world-wide depression slowed immigration; the U. S. economic difficulties promoted restrictive immigration quotas
• 1940-1950s	World War II increases immigration and refugee movement throughout the world
• 1950-1960s	Increased ease of mobility and communication, the need for cheap labor and installation of a Marxist Cuban government created the push/pull motivations intensifying immigration to the U. S.

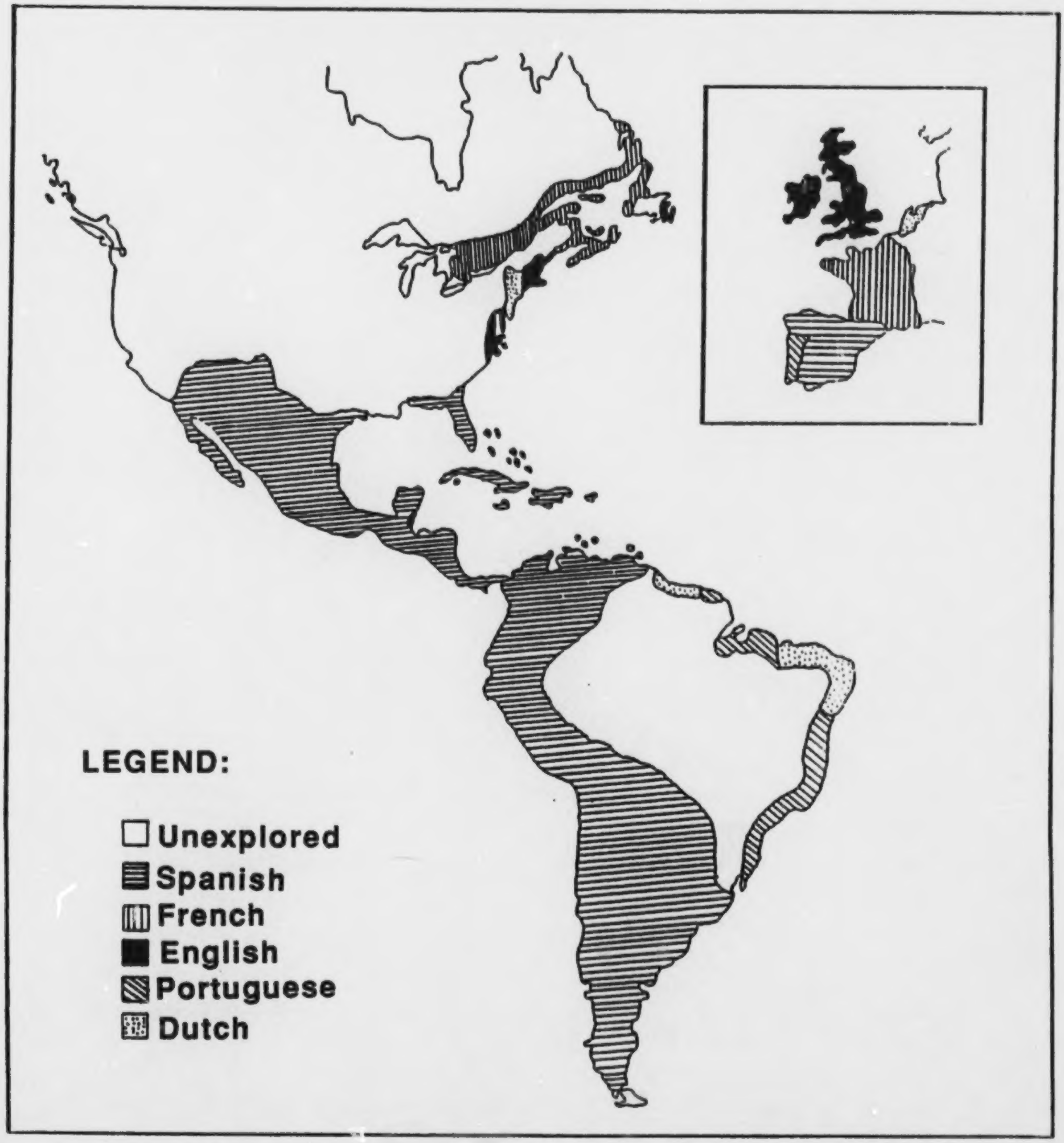
CRITICAL POINTS IN THE HISTORY OF U.S. IMMIGRATION: TIMELINE FROM THE 1800s TO THE 1960s

(1.1.1.H.1)

(1505)-1808	Legal importation of Africans for the purpose of slavery
1803	Purchase of the Louisiana Territory from France
1819	Purchase of Florida and part of Texas from Spain
1820s	Great waves of immigrants (approximately 800,000) annually from northern Europe (principally Great Britain, Ireland, Germany and Scandinavia)
1840s	Mexican-American War (in 1848 Mexico ceded the territory which is now the states of Texas, New Mexico, Arizona, California, Nevada, Utah, and Colorado)
1860s	U. S. Civil War which initiated the unification of the West and East
1870-1880s	Large numbers of Chinese enter the U.S. as contract laborers for railroad construction
1890s	Spanish-American War
1891	Congress creates the Office of Superintendent of Immigration, later called the Immigration and Naturalization Service
1904	Acquisition of the Panama Canal
1900-1920s	A wave of immigration from central and southern Europe (particularly Italy, Hungary, Poland and Russia but representing more than 40 nations)
1930s	The great world-wide depression slowed immigration; the U.S. economic difficulties promoted restrictive immigration quotas
1940-1950s	World War II increases immigration and refugee movement throughout the world
1950-1960s	Increased ease of mobility and communication, the need for cheap labor and installation of a Marxist Cuban government created the push/pull motivations intensifying immigration to the U. S.

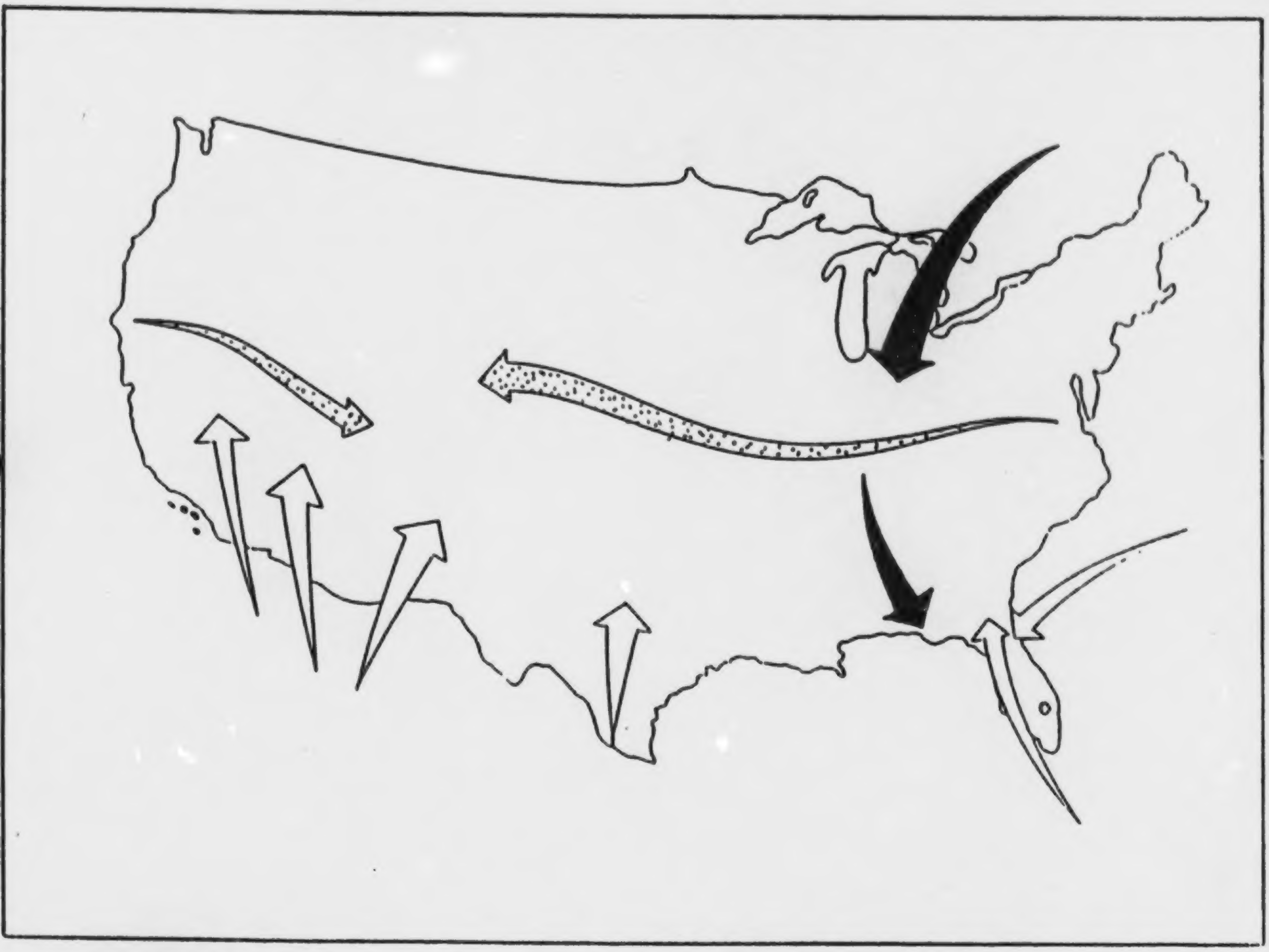
EARLY IMMIGRATION IN THE AMERICAS

(1.1.1.T.2)


LEGEND:
☐ Unexplored
▤ Spanish
▥ French
■ English
▧ Portuguese
▒ Dutch

EARLY SPANISH AND FRENCH IMMIGRATION IN NORTH AMERICA

(1.1.1.T.3)

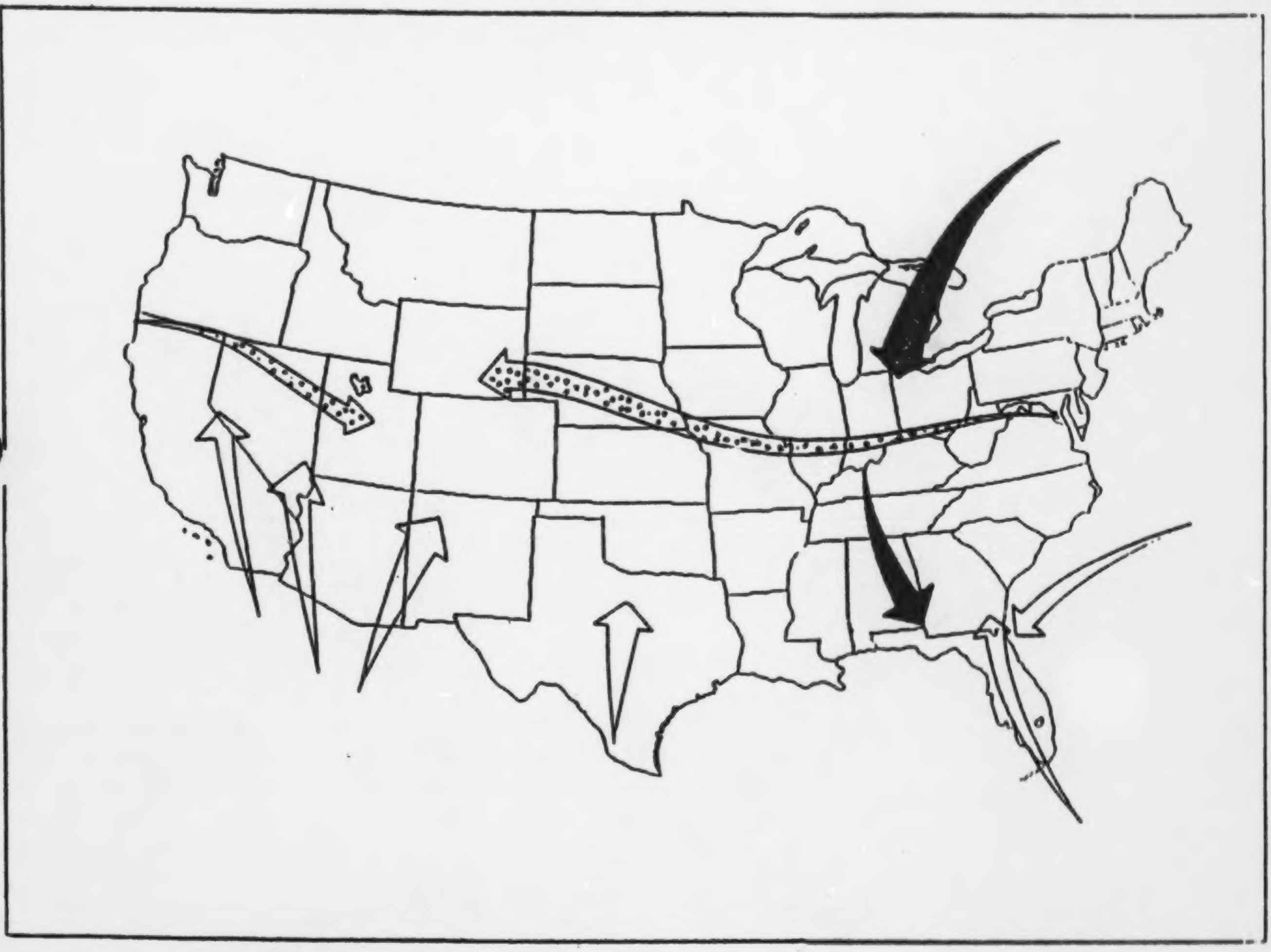


LEGEND:

- ▨ East/West migratory patterns as generally perceived
- ☐ Spanish
- ■ French

SPANISH AND FRENCH IMMIGRATION AS AN INFLUENCE IN THE UNITED STATES

(1.1.1.T.4)



LEGEND:

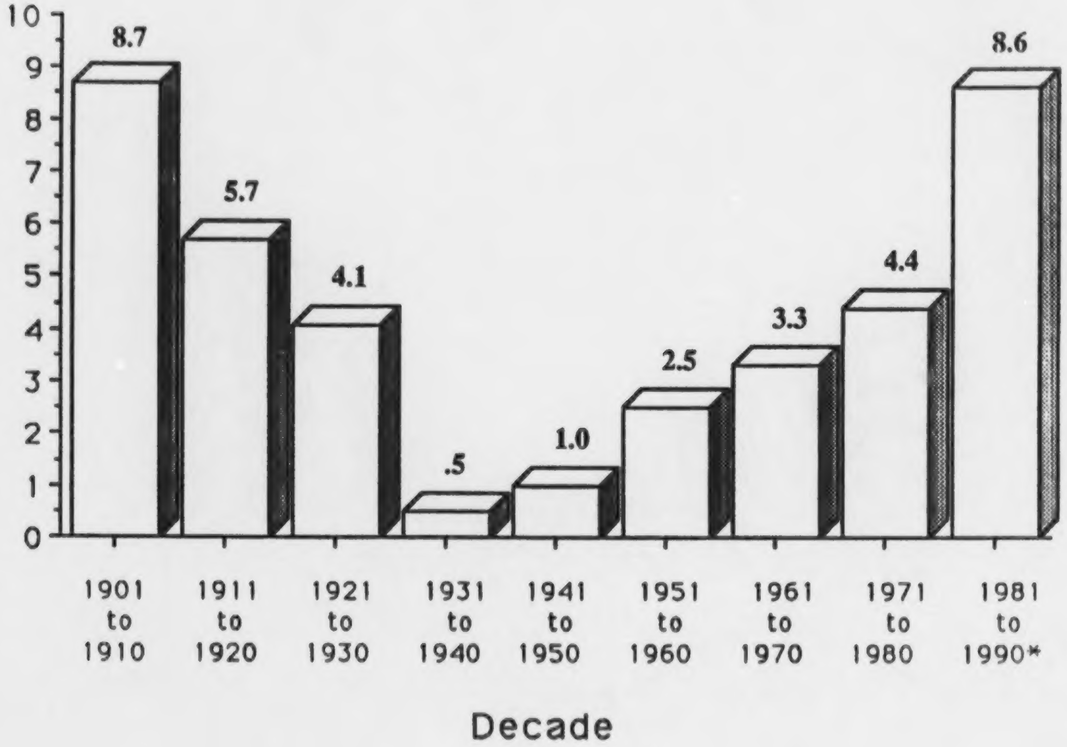
▨ **East/West migratory patterns as generally perceived**

☐ **Spanish**

■ **French**

TOTAL IMMIGRATION PER DECADE IN MILLIONS, 1901-1990*

(1.1.1.T.5)



* projected

Source: U.S. Department of Justice, Immigration and Naturalization Service (1987). Statistical Yearbook of the Immigration and Naturalization Service.

1.1 IMMIGRATION HISTORY AND PREDICTIONS FOR THE FUTURE

1.1.2 The Changing Demographics Revealed by the U. S. Census

CRITICAL POINTS

(see **1.1.2.T&H.1**) The decennial census was initiated in 1790 to settle representational disputes regarding the distribution of power between large and small states and to promote political democracy. April 1, 1990 has been designated as Census Day and celebrates 200 years of population data collection by the federal government. In addition to the function of establishing and maintaining a representational government, the U.S. Census data provides a knowledge base about the population of inhabitants of the United States, and enables demographers to make predictions about future populations. The collection and distribution of information from the 1980 Census provided an additional value for this data collection process: the affirmation that participants are not only respondents to a questionnaire, but also stakeholders who influence the process as well as the outcomes of data collection. More than 50 lawsuits challenged the results of the 1980 Census. Although the Census Bureau won all these cases, a new suit has been filed alleging that the 1990 Census will miss so many people that unequal representation and misallocation of government benefits will result. **Robey, B. (1989). Two hundred years and counting: The 1990 census. Population Bulletin, 44 (1), 5.**

- The U. S. Census data provide a wealth of information yet few people know the value of such information or how to locate it. It is especially important now because of the growing numbers of ethnically and linguistically diverse populations within the state and country.

- In discussing specific data on immigrants, it is important to use reputable and official sources whenever possible. U.S. Census data is the most reliable and most widely used demographic data available. It does have some problems, as indicated by the number of recent law suits

- It is important to cite (reference) sources of information and to request others who are sharing information to provide their sources. Differences in sources, can, for example, account for differences in perspectives

ACTIVITIES

- Have each participant locate U.S.Census data and share it with the class or with small groups.. In order for this activity to work well, it is important for the participants to know how to use the library and specific reference sources within the library. It may also be important to make specific assignments about the types of data to be collected. Some suggestions might be:
    - --housing by ethnicity
    - --level of education by ethnicity
    - --number of children per family by ethnicity
    - --number of adults by household by ethnicity
    - --ethnic diversity per state
    - --changes of ethnic composition of the nation by decade

- Encourage participants to identify other types of information they were surprised to find within the census data. What, if any, conclusions did they have when exposed to this data?

- Although census data is comprehensive, accessible, and indicative of national trends, it is not the only data utilized by policymakers. Encourage participants to identify other possible sources of data on language minorities, especially when census data might not be reflective of reality. (For example, marketing surveys of Hispanic radio stations, school statistics, and local statistics. Policy makers may be more interested in these local statistics than in national trends when there are budget hearings.)

IMPORTANCE OF THE U.S. CENSUS
(1.1.2.T&H.1)

Decennial census initiated in 1790
- to settle representational disputes regarding distribution of power between large and small states
- to promote political democracy
- to qualify territories for statehood

April 1, 1990 designated as Census Day
- celebrating 200 years of population data collection by the federal government

U.S. Census
- function of establishing and maintaining a representational government
- provides a knowledge base about the inhabitants of the United States
- enables demographers to make predictions about future populations

Collection and results of the 1980 Census indicated an additional function of the data collection process:
- participants are respondents to a questionnaire,
- and also stakeholders who influence the process as well as the outcomes of data collection

50+ lawsuits have challenged 1980 Census results:
- the Census Bureau won all of these cases
- a new suit has been filed alleging the 1990 Census will miss many people, resulting in
  - -- unequal representation
  - -- misallocation of government benefits

Source: Robey, B. (1989). Two hundred years and counting: The 1990 census. Population Bulletin, 44 (1), 5.

1.1 IMMIGRATION HISTORY AND PREDICTIONS FOR THE FUTURE

1.1.3 An Overview of Current U.S. Census Information with regard to Population Distribution, Race, and Ethnicity: Predictions of the 1990 Census

CRITICAL POINTS

- The presenter feels that the critical points under this heading are so important that they are being listed on the transparencies **(1.1.3.T.1.A-B).** They can be used for clarification and discussion with the participants.

Robey, B. (1989). Two hundred years and counting: The 1990 census. Population Bulletin, 44 (1), 7-9.

AN OVERVIEW OF CURRENT U.S. CENSUS INFORMATION WITH REGARD TO POPULATION DISTRIBUTION, RACE, AND ETHNICITY: PREDICTIONS OF THE 1990 CENSUS

(1.1.3.T.1.A)

- Population growth rate is slowing. By 1990, there will have been approximately a 10% increase since 1980.

- The manufacturing economy has changed, and populations centered in the industrial cities of the Northeast and Midwest have peaked. The population has shifted to three principle states: California, Texas, and Florida, whose combined populations are larger than the rest of the nation's population as a whole in 1890. In the past decade, regions of the U.S. had the following growth rates: Northeast, 3%; Midwest, 1.5%; South, 16%; West, 21%.

- Immigration accounted for approximately 28% of the total national growth in the 1980s.

- The population is intermarrying. Only 11% of 1980 Census respondents claimed sole ancestry as English, 8 % as German; 20% claim some English or German ancestry.

- About half of all new immigrants are Asian. The Asian population in the U.S. grew 141% between 1970 and 1980. The 1980 U.S. Census counted 3.5 million Asians. The 1990 Census predicts 6.5 million.

(1.1.3.T.1.B)

- The 1980 Census counted 15 million Hispanics as 6% of the total population. The 1990 Census is expected to count 21 million, or 8%. Prior to 1970, the concept of "Hispanic" did not really exist in the U.S. Census. When it was used, it generally referred to concepts such as last name or language spoken.
- In 1790, the first census counted blacks, 92% as slaves who represented 19% of the total population. The 1980 Census counted 26.7 million blacks or slightly under 12%. The 1990 Census projects more than 31 million, or 12.4% of the total population. What portion of this figure is Hispanic, Caribbean or African is not well documented.
- In 1987 the U. S. Department of Education, Office of Bilingual Education and Minority Language Affairs reported to have funded programs for 130 different languages; in 1988, 148 languages; and in 1989, 167 languages.

Robey, B. (1989). Two hundred years and counting: The 1990 census. Population Bulletin, 44 (1), 7-9.

1.1 IMMIGRATION HISTORY AND PREDICTIONS FOR THE FUTURE

1.1.4 U.S. Population Growth Over the Past 200 Years

CRITICAL POINTS

Discussion has already focussed on the changing nature of the U.S. population. This section provides additional information on these changes. This information emphasizes how cities and states have grown and how the population is clustering, configuring, and reconfiguring in different patterns across time.

- Review with participants the demographic changes occurring within the nation. Be sure that they become familiar with the term "*demographics.*" Emphasize that changes in demographics reflect changes in the economic and political structure of the nation. These changes impact on the newly arrived immigrants and are influenced by the new arrivals

- In **(1.1.4.T.1)**, population demographics are shown by growth. **Robey, B. (1989). Two hundred years and counting: The 1990 census. Population Bulletin, 44 (1), 7.** Point out that as the nation entered the 1800s (the 19th century), there were no places with a population as large as 50,000 two centuries ago. The average number of people in a household was 6. The nation is growing older, with a current median age of 33 while immigrant populations have a median age in the 20s. Be sure to notice that the median age has almost doubled and the number of people in a household has decreased. Compare the changes that have occurred across the past 200 years. Focus on the changes that have occurred during the past 50 years. What do these data indicate for future trends? It is essential that participants see the implications of this information to the changes already occurring within the nation's schools.

- Populations within the states are changing. The four states with the largest overall populations are also the same states with the greatest number of limited English proficient students. Of the four, two were not on the list at the turn of the century. The growth of these states is influenced by international and national immigration. Why do newly arrived immigrants go to these states? **(1.1.4.T.2)**

- In **(1.1.4.T.3)** **U.S. Department of Justice, Immigration and Naturalization Service, 1987 Statistical Yearbook of the Immigration and Naturalization Service, p.xxi** the top six states of immigrant residency are indicated. Note that Florida is third after California and New York.

ACTIVITIES

- Discuss the implications of these data for schools as they are currently organized.

- Then discuss the implications for future changes in both policy and practice.

- This is a good time to relate current information to the personal experiences of the participants. How many have learned a new language? How many learned English as a new language? How many have family members who are from non-English language backgrounds? What do they know about these experiences?

- Is the process of learning English different now from what it was at the turn of the century? How? Do economic factors influence this process? It is important that participants realize that although their grandparents struggled and were successful in a labor-intensive economy, struggling today is very different in the current technology-based economy.

U.S. POPULATION GROWTH OVER THE PAST 200 YEARS

(1.1.4.T.1)

Year	Population (thousands)	Places with a population of 50,000+	Median age (in years)	Average number of persons per household
1790	3,929	0	- - -	5.79
1840	17,069	5	17.8	- - -
1890	62,948	58	22.0	4.93
1940	131,669	200	29.0	3.67
Projections:				
1990	249,891	470	33.0	2.65

Source: U.S Bureau of the Census and Population Reference Bureau, Inc. as cited in Robey, B. (1989). Two hundred years and counting: The 1990 census: Population Bulletin, 44 (1), 7

CHANGES IN MINORITY POPULATIONS WITHIN THE LARGEST TEN STATES OVER THE PAST 100 YEARS

(1.1.4.T.2)

	1890 POPULATION (in thousands)		1990 PROJECTED POPULATION (in thousands)	
1	New York	6,003	California	29,126
2	Pennsylvania	5,258	New York	17,773
3	Illinois	3,826	Texas	17,712
4	Ohio	3,672	Florida	12,818
5	Missouri	2,679	Pennsylvania	11,827
6	Massachusetts	2,239	Illinois	11,612
7	Texas	2,236	Ohio	10,791
8	Indiana	2,192	Michigan	9,293
9	Michigan	2,094	New Jersey	7,899
10.	Iowa	1,912	North Carolina	6,690

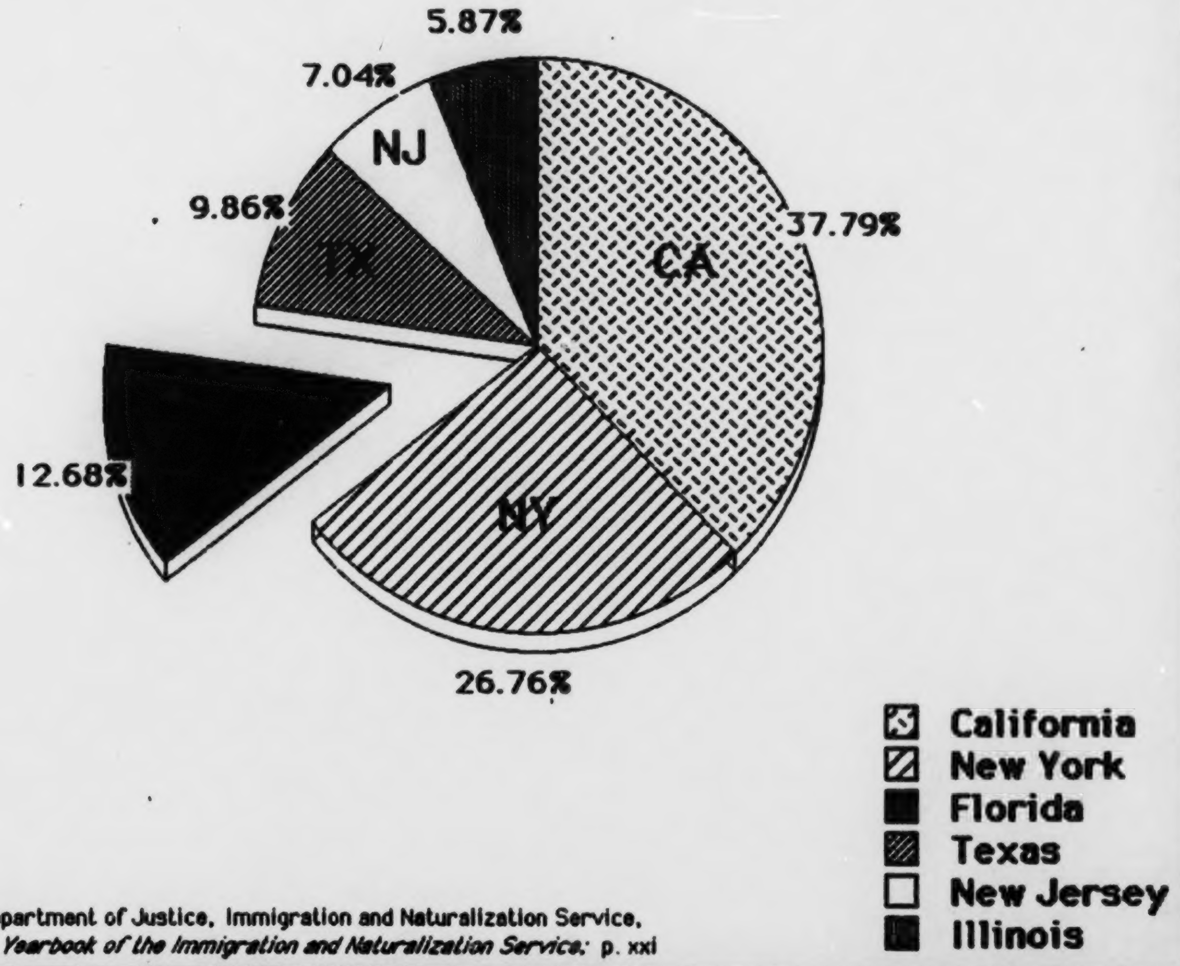
Source: U.S Bureau of the Census and Population Reference Bureau, Inc. as cited in Robey, B. (1989). Two hundred years and counting: The 1990 census: Population Bulletin, 44 (1), 7

TOP SIX STATES OF RESIDENCY

(1.1.4.T.3)

Top 6 States of Residency

for 71.4% of all immigrants
admitted to the U.S. in 1987



Source: U. S. Department of Justice, Immigration and Naturalization Service, *1987 Statistical Yearbook of the Immigration and Naturalization Service:* p. xxi

1.1 IMMIGRATION HISTORY AND PREDICTIONS FOR THE FUTURE

1.1.5 Population Projections for the Future

CRITICAL POINTS

- Immigration is not the only way that national and state populations change. Fertility rates greatly influence population changes. In planning for current and future educational programs, it is important to be aware of differences in fertility rates. In looking at **(1.1.5.T.1)** **Bureau of the Census. (1987). Population Division: Fertility of American women, June, 1987, Washington, D.C.: U.S. Department of Commerce.** it is important to show only the two left columns first; these two contrast White and African American (Black) birth rates. Next contrast the Hispanic and non-Hispanic birth rates (Black and White is grouped under non-Hispanic). While Black is somewhat higher than white, as a group, non-Hispanic is not nearly as high as Hispanic. What does this information tell us about states with large Hispanic populations?

- It is also important to examine populations by age cohorts (Be sure that participants are familiar with this term "cohort" meaning group). Note that in **(1.1.5.T.2)** there is a substantial difference between projected school-age populations within different regions of the nation. Continuing these projections into the year 2000 reveals that the south will have even larger school-age populations, a result of both sustained immigration and high birth rates **(1.1.5.T.3)** The Hispanic population has a median age of 23.7 as opposed to 33 for the U. S. as a whole. Populations with high fertility rates, low median ages, and large cohorts of school age and younger children, are frequently the least able to pay taxes and support educational and social programs (See **Fradd, S. H. (1987). The changing focus of bilingual education. In S. H. Fradd and W. J. Tikunoff (Eds.) Bilingual education and bilingual special education: A guide for administrators (l-45). Boston: Little, Brown and Company** for more information).

- Projections for the future reveal that by the year 2040 the Hispanic population will become the largest minority population, surpassing Blacks, and that by the year 2080, the combined minority populations will become larger than the majority. This is already occurring in many cities and has occurred in five states **(1.1.5.T.4)** **Fradd, S.H. (1987). The changing focus of bilingual education. In S.H. Fradd & W.J. Tikunoff (Eds..) Bilingual education and bilingual special education (pp.1-44). Boston: Little, Brown and Company.**

ACTIVITIES

The tables on **(1.1.5.T.5-9)** and **(1.1.5.T&H.10-11)** **U.S. Department of Education, Office for Civil Rights, Directory of Elementary and Secondary School Districts and Schools in Selected Districts: 1976-77; and 1984 Elementary and Secondary School Civil Rights Survey, unpublished tabulations** are provided to encourage participants to develop a greater awareness of why statistics are important, where they come from, how they can be compared and contrasted, what they indicate about the present, and what they can predict for the future.

- **(1.1.5.T.5)** indicates in percent the composition of the work force and how it is changing over time. Note that white males, already a minority of their own, will make up an even smaller portion of the work force by the year 2000. White females will remain about the same, Blacks will increase slightly, and Asians and Hispanics will increase dramatically. Invite participants to discuss these changes. Include how these changes impact educational priorities now. (Point of interest: Many of today's sixth graders will be graduating from college in the year 2000.)

- The top section of **(1.1.5.T&H.6)** should be viewed first, for the *raw number* comparison of enrollment in all school districts by race and ethnicity. Notice the decrease in total school population between 1976 and 1984. Although White non-Hispanic and Black non-Hispanic student populations have similarly decreased, the total minority student population has increased, as have each of the non-Black minority populations. The lower section shows the same comparisons figured in *percent*., indicating a dramatic range of change over that 8 year period. Ask participants to project these findings through the year 2000. Will these trends continue?

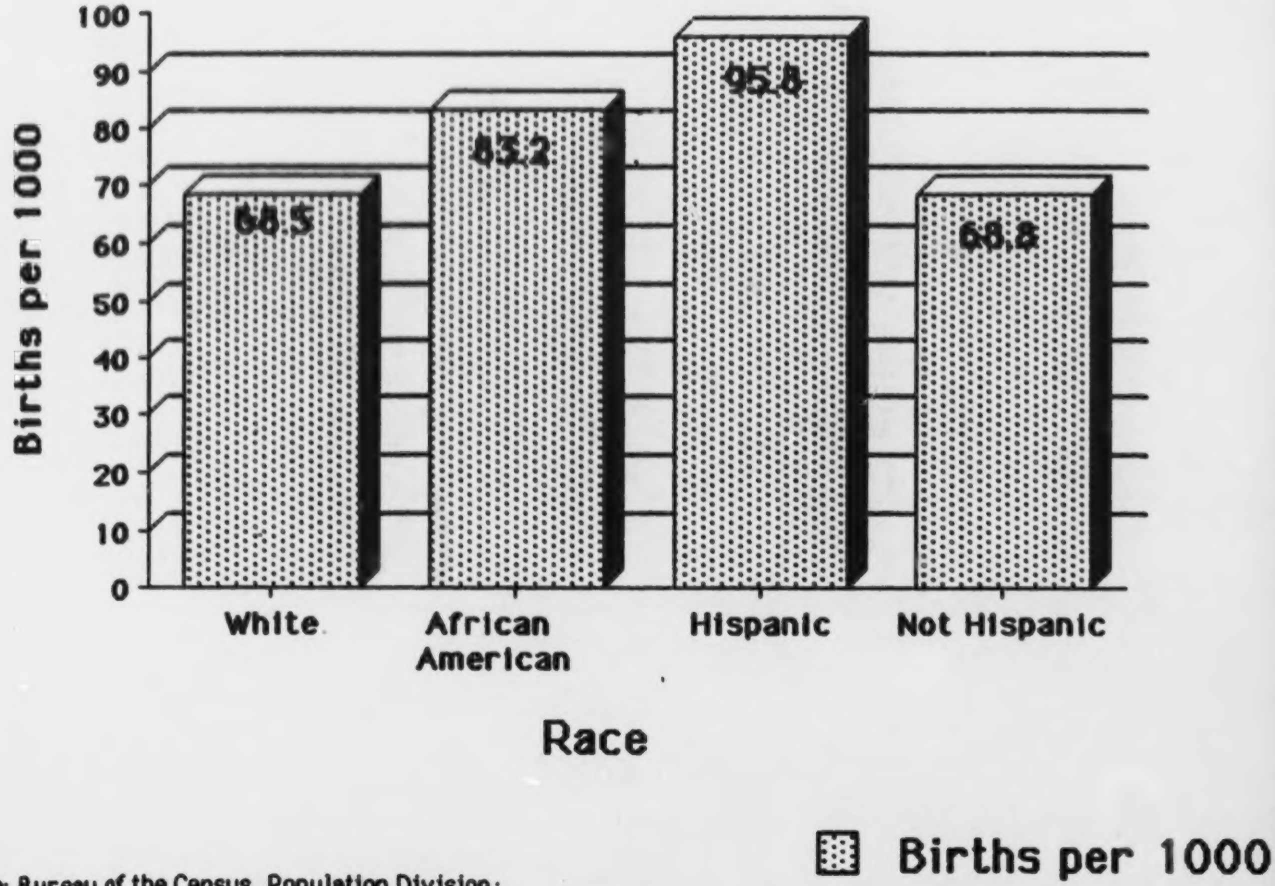
- **(1.1.5.T&H.7)** shows the same information for the 20 largest school districts.

- **(1.1.5.T&H.8)** **Dade County Public Schools, Department of Attendance Services (1989).List of active students born in foreign countries. Miami, FL: Author** focuses on one specific school district - Dade County, Florida, the fourth largest school district in the nation. The numbers speak for themselves! Allow time for the participants to read and respond to the list.

(1.1.5.T.1)

1987 United States Fertility Rate

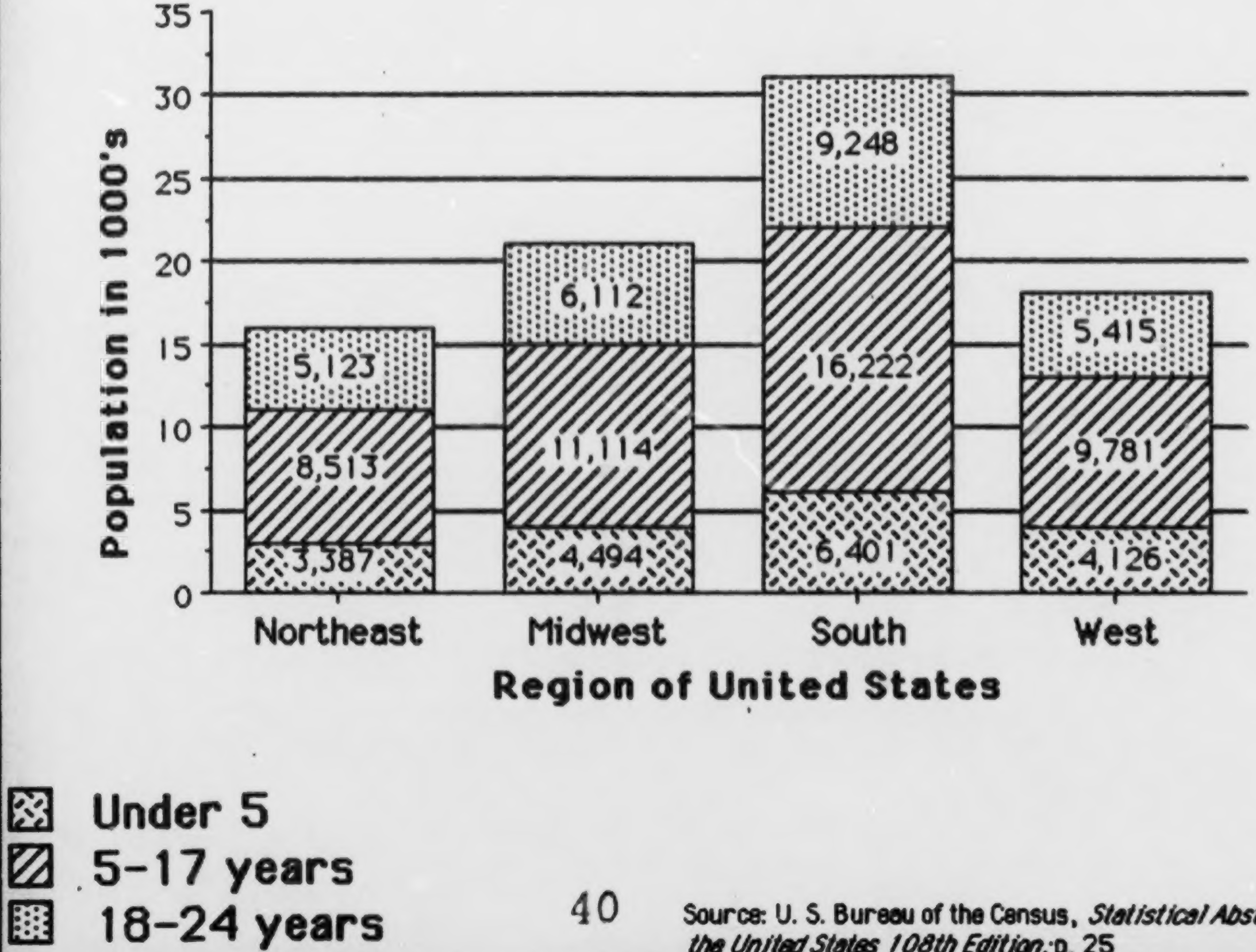
for women 18 to 44 years old



Source: Bureau of the Census, Population Division;
Fertility of American Women: June 1987

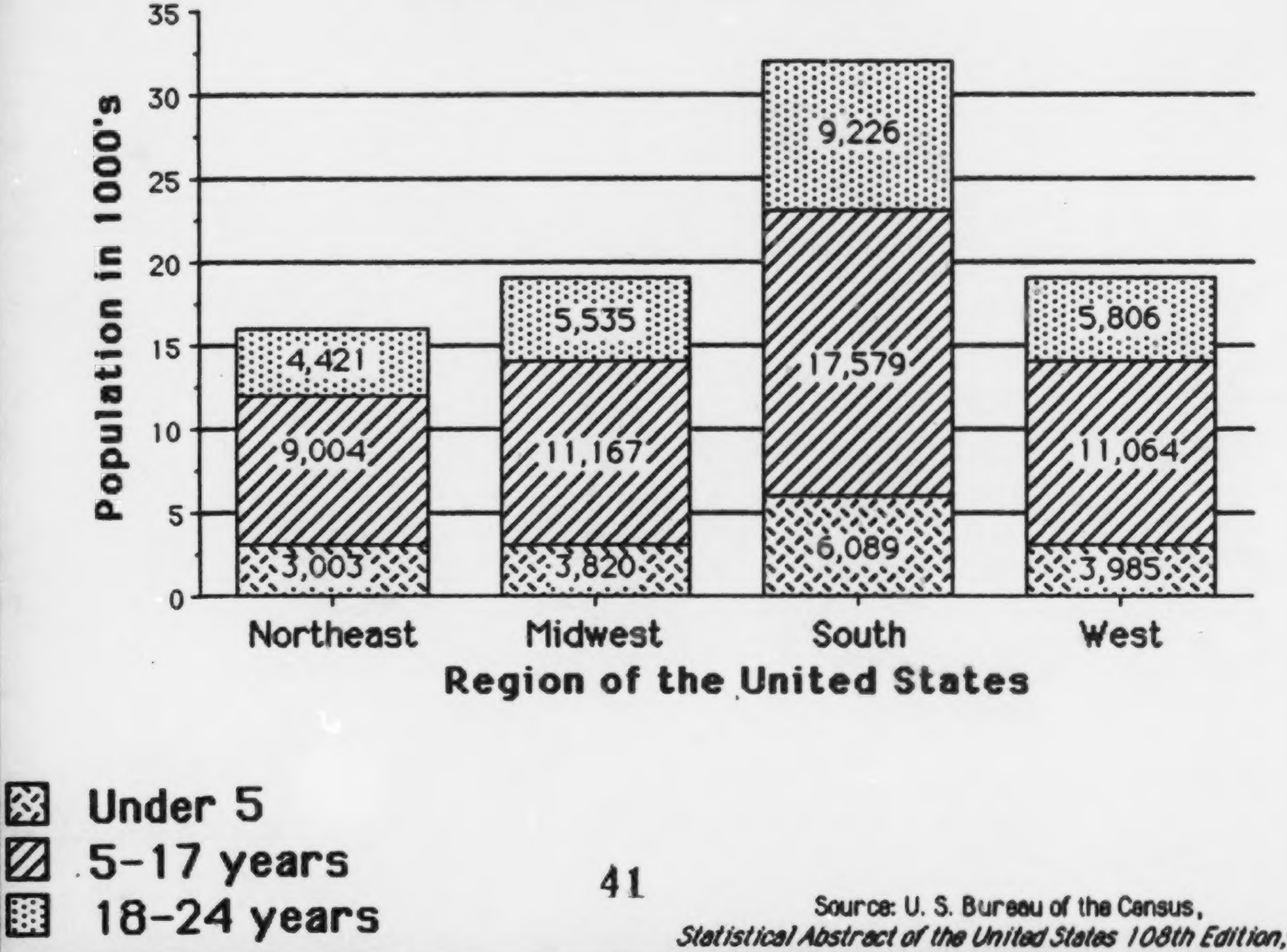
(1.1.5.T.2)

1990 Population Projection
for the
Age Group Under 5 to 24 Years



Source: U. S. Bureau of the Census, *Statistical Abstract of the United States 108th Edition*, p. 25

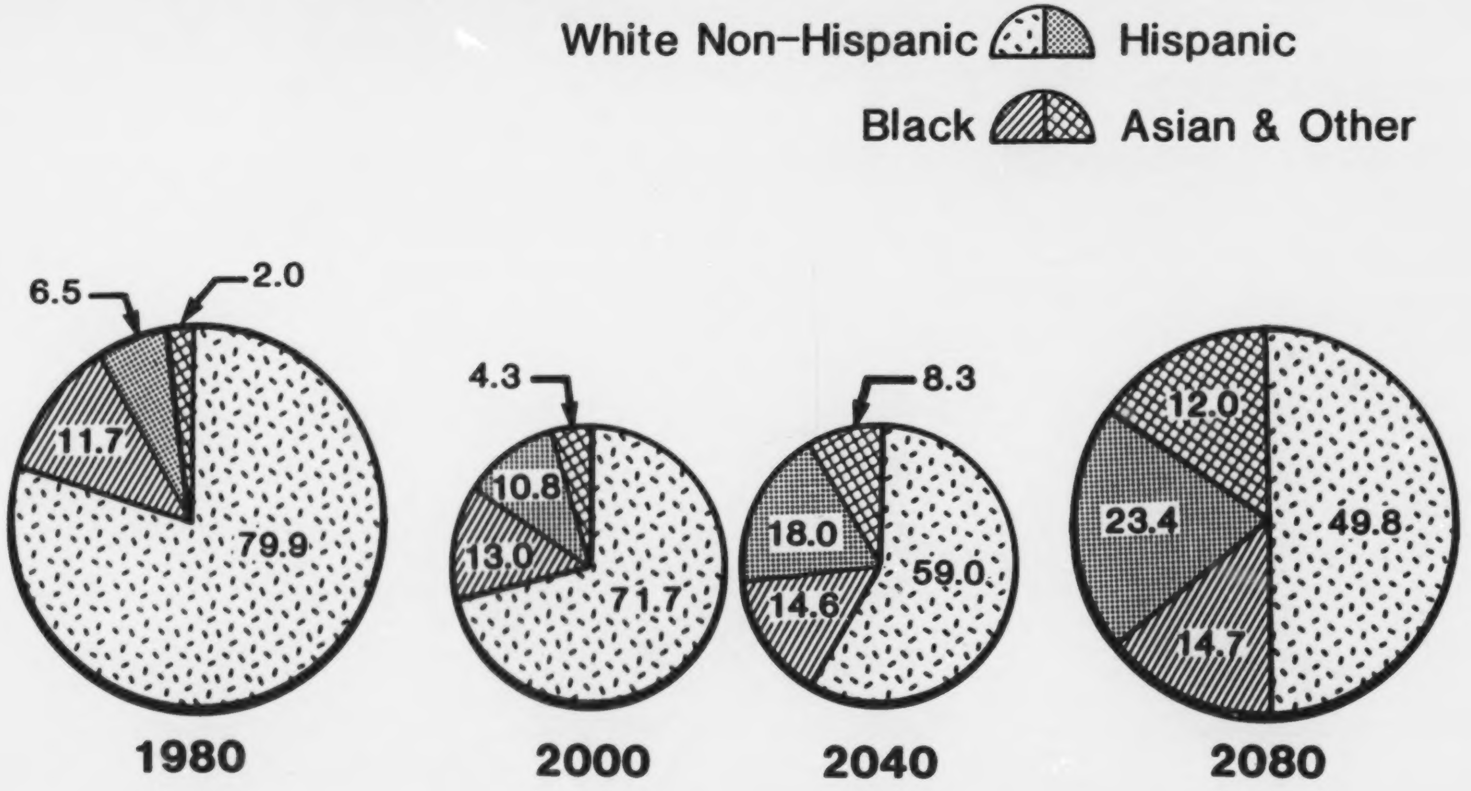
2000 Population Projection
for the
Age Group Under 5 to 24 Years



Source: U. S. Bureau of the Census,
Statistical Abstract of the United States 108th Edition, p. 25

Current and Projected Percentages of Total U.S. Population, by Racial and Ethnic *Distribution for the Years 1980 to 2080.

(1.1.5.T.4)



*(Annual Level of Net Immigration of 1 Million Persons)

COMPOSITION OF THE CHANGING WORK FORCE

(1.1.5.T.5)

YEAR	White Non-Hispanic Males	White Non-Hispanic Females	Blacks	Asians	Hispanics
by percent					
1986	44.6	35.3	10.6	2.6	6.9
projected 2000	39.2	35.1	11.5	4.0	10.2

ENTRANTS TO THE WORK FORCE 1985-2000 (projected)

Native White Females	**43%**
Native White Males	**15%**
Native Nonwhite Females	**13%**
Immigrant Males	**13%**
Immigrant Females	**9%**
Native Nonwhite Males	**7%**

(Adapted from The Council Newsletter, Summer, 1988)

COMPARISON OF ENROLLMENT IN ALL SCHOOL DISTRICTS BY RACE AND ETHNICITY: 1976 AND 1984

(1.1.5.T&H.6)

	All school districts		
Race/Ethnicity	1976	1984	Change, 1976-84
	Number (in thousands)		
Total	43,714	39,452	-4,262
White, non-Hispanic	33,229	28,106	-5,123
Total minority	10,485	11,346	861
Black, non-Hispanic	6,774	6,389	-385
Hispanic	2,807	3,599	791
Asian/Pacific Islander	535	994	459
American Indian/ Alaskan Native	368	364	- 4
	Percent		
Total	100.0	100.0	-9.7
White, non-Hispanic	76.0	71.2	-15.4
Total minority	24.0	28.8	8.2
Black, non-Hispanic	15.5	16.2	-5.7
Hispanic	6.4	9.1	28.2
Asian/Pacific Islander	1.2	2.5	85.8
American Indian/ Alaskan Native	.8	.9	-1.1

COMPARISON OF ENROLLMENT IN THE 20 LARGEST PUBLIC SCHOOL DISTRICTS BY RACE AND ETHNICITY: 1976 AND 1984

(1.1.5.T&H.7)

	20 Largest School Districts		
Race/Ethnicity	1976	1984	Change, 1976-84
	Number (in thousands)		
Total	4,820	4,222	-598
White, non-Hispanic	1,938	1,282	-655
Total minority	2,882	2,939	57
Black, non-Hispanic	1,866	1,672	-194
Hispanic	784	962	178
Asian/Pacific Islander	220	298	78
American Indian/ Alaskan Native	11	7	-4

	Percent		
Total	100.0	100.0	-12.4
White, non-Hispanic	40.2	30.4	-33.8
Total minority	59.8	69.6	2.0
Black, non-Hispanic	38.7	39.6	-10.4
Hispanic	16.3	22.8	22.7
Asian/Pacific Islander	4.6	7.1	35.2
American Indian/ Alaskan Native	.2	.2	-39.1

AN EXAMPLE OF DIVERSITY IN A LARGE SCHOOL DISTRICT: DADE COUNTY'S 1989 LIST OF ACTIVE STUDENTS BORN IN FOREIGN COUNTRIES

(1.1.5.T&H.8)

Country	Total	Country	Total	Country	Total
Afghanistan	14	Greece	33	Pakistan	210
Algeria	1	Grenada	41	Panama	868
Andorra	1	Guatemala	883	Papua New Guinea	1
Angola	1	Guyana	323	Paraguay	23
Antigua and Barbuda	86	Haiti	5088	Peru	1411
Argentina	796	Honduras	2240	Philippines	260
Australia	20	Hungary	7	Poland	26
Austria	8	Iceland	11	Portugal/Azores	24
The Bahamas	2867	India	129	Romania	19
Bahrain	3	Indonesia	6	St. Christopher-Nevis	10
Bangladesh	13	Iran	108	Saint Lucia	38
Barbados	45	Ireland, Republic of	12	Saint Vincent and The Grenadines	18
Belgium	43	Israel	223	Saudi Arabia	15
Belize	99	Italy	66	Sierra Leone	4
Bolivia	309	Jamaica	4370	Singapore	9
Brazil	433	Japan and	170	South Africa, Republic of	50
Bulgaria	1	Jordan	14	Spain & Canary Islands	925
Burundi	1	Kampuchea (Cambodia)	12	Sri Lanka	7
Canada	585	Kenya	24	Sudan	2
Central African Republic	1	Korea, Republic of (South Korea)	203	Suriname	59
Chile	707	Kuwait	6	Sweden	27
China, People's Republic of	150	Laos	41	Switzerland	22
Colombia	4324	Lebanon	43	Syria	7
Congo	2	Liberia	6	Taiwan (Republic of China)	72
Costa Rica	674	Lybia	2	Tanzania	6
Cuba	16840	Luxembourg	2	Thailand	88
Czechoslovakia	16	Malaysia	4	Tonga	2
Denmark	14	Malta	3	Trinidad and Tobago	381
Dominica	42	Mauritius	1	Turkey	10
Dominican Republic	1521	Mexico	1128	Uganda	2
Ecuador	557	Morocco	1	USSR	98

(1.1.5.T&H.8 continued)

Egypt	22	Mozambique	3	United Arab Emirates	1
El Salvador	778	Namibia (South-west Africa)	2	United Kingdom (includes ***)	827
Ethiopia	12	Nepal	2	Uruguay	100
Fiji	2	Netherlands, The (Holland) et.al.*	86	Venezuela	1411
Finland	4	New Zealand	2	Vietnam	193
France, et. al**	174	Nicaragua	15757	Western Samoa	1
German Democratic Republic (East Germany)	1	Nigeria	29	Yugoslavia	14
Germany, Federal Republic of (West Germany	569	Norway	13	Zaire	14
Ghana	2	Oman	1	Zambia	6
				TOTAL	70,094

* Aruba, Curacao, Saint Maarten

** French Guiana, Guadeloupe, Martinique, Saint Martin, Tahiti

*** Anguilla, Bermuda, Cayman Islands, England, Hong Kong, Montserrat, Northern Ireland, Saint Kitts, Scotland, Tortola, Turks and Caicos slands, Wales

Total countries and territories represented	**160**
Total foreign born:	**70,094**
Total school enrollment:	**265,000**
Percent of foreign born:	**26%**

Dade County Public Schools Management Information. (1989). *Active students born in foreign countries*. Miami: Author

1.1 IMMIGRATION HISTORY AND PREDICTIONS FOR THE FUTURE

1.1.6 Why Immigrants Come

CRITICAL POINTS

- Refugee wave theory indicates that refugees frequently leave countries of origin in waves. **Kellogg, J. B. (1988, November) Forces of change. Phi Delta Kappan, 70(3), 199-204**. There are several patterns of national emmigration. One pattern that has unfolded frequently in recent times is discussed here. Initially the well educated, urban elite immigrants, followed by a second wave of lower-level government officials, less educated merchants and those who leave to be reunited with their families. A third wave brings the rural poor and persons least equipped for formal schooling in a technological environment. Education and the ability to accumulate wealth are the two factors which distinguish one wave of refugees from another **(1.1.6.T.1)**. As successive waves of refugees arrive, eventually the population within the receiving country resembles that of the country of origin.

- The first wave establishes a precedent that following waves are expected to live up to: the myth of the "golden immigrant' who can, against all odds, do well **(1.1.6.T.2)**. The image conveyed here is that simply by entering the United States, the immigrants can become capitalists and entrepreneurs. This is an oversimplification of a stereotypical behavior. However, little thought is given to how to provide the support needed by many immigrants to enter the mainstream. (See the Disney video, The Girl Who Spelled Freedom) Current wave theory is formed by research with persons fleeing countries which have been taken over by Marxist and other regimes and vary from other types of refugee settings. **Boswell, T. (1982) The Cuban-Americans. In J. McKee (Ed.) Ethnic minorities in the United States. Dubuque, IO: Kendall/Hunt Publishing Co.**

- There are other patterns of immigration. Sometimes the poorest, least educated members of a society are the first to leave. Their presence in the U. S has led to stereotyping of some new immigrants as low achievers. Why the immigrants and refugees come needs to be clearly understood. Many are here because they have no other place to go, not because they want to be here. Sometimes it is difficult to differentiate between a refugee and an immigrant . There are legal definitions based on political conflicts that determine whether or not an applicant qualifies for refugee status. Applicants must prove that there is a clear danger to their well-being in their home country and that they are not criminals, or mentally or physically ill. Such proof is difficult to provide, and the

Immigration and Naturalization Service has not looked favorably on such applicants in recent years. Therefore, much recent immigration may be attributed to the push/pull factors listed on **(1.1.6.T.3).**

- These two articles (see Activities below), **Fradd, S. (1983). Cubans to Cuban-Americans: Assimilation in the United States. Migration Today, 11 (4/5), 34-42.** and **Fradd, S. H. (1985). The diary of a Cuban boy. Migration Today, 13, (5), 22-25.** are included to illustrate differences in newly arrived and already established immigrant populations from the same countries.

- "The Diary of a Cuban Boy" is included to encourage the participants to see the immigration process as a real first person event as lived by a young boy. Sometimes the experiences of the newly arrived persons are not considered in planning and implementing educational programs. These students have previous histories, families and loved ones which they may never see again. It is important for the participants to see these special-needs learners within the context of their society and their experiences.

- The "Pepsi Generation" **(1.1.6.T.4)** is a term used to convey the idea of the impact of mass media advertising on underdeveloped countries. Many people in the third world have access to television and radio programs and see movies produced in the United States. Ideas about the "good life" are often presented in such a way as to convey a sense of the impression that everyone lives well. These impressions become a source of attraction for potential new immigrants, or persons considering moving to a new country. Levi jeans and other sports clothes, "walkman" radios, and casual behavior are also part of the image of the "good life."

- The immigrant dream **(1.1.6.T.5)** is sometimes depicted as a life of ease, of living in a city with streets of gold where money can be picked up in wheelbarrows. While these images are held by some immigrants or potential immigrants, they are more frequently conveyed by those who believe the immigrants came to the United States for the good life. Here is where the differences in perspectives come into play. Frequently, the newly arrived immigrants are treated as though they came to receive welfare benefits, not to contribute to society. Discrepancies in perspectives and motivation lend themselves to misunderstanding and hostility.

- Frequently the motivations for immigration are far more serious than seeking the "good life." They generally involve life threatening experiences and the need to find economic and political stability for oneself and one's family. **Olsen, L. and Chen, M. T. (1988) Crossing the schoolhouse border: Immigrant students and the California public schools (Research Report). San Francisco: California Tomorrow.** The difficulties which children and their families have experienced either before leaving their home countries or on route to the United States may have a strong impact on their ability to become integrated into their new surroundings. The reception which the newcomers receive also influences their integration and participation. **LLanes, J. (1982). Cuban-Americans: Masters of survival. Cambridge, MA: Abt Books.**

- It is not possible to tell from students' outward appearances what they may be thinking or feeling. In the transparency **(1.1.6.T.6)**, this is depicted by the empty dialogue boxes surrounding the student. We do know that students who arrive in U.S. schools, whether from refugee camps or countries torn by war, political strife and economic oppression, may have many conflicting feelings about their current status, as well as concern about the well-being of loved ones and friends. Frequently they have not come to the U.S. willingly. They miss their homeland and everything that is familiar to them. Their feelings of isolation and displacement can be similar to those of teenagers born in the U.S. who have to move during their last years of high school They may be reluctant to make new friends, and continue to miss their previous home environment. With time and support however,, the new life becomes less threatening and more appealing. What is important to emphasize here is that refugees, immigrants, and other culturally and linguistically diverse students are not automatically thrilled to be in mainstream schools. While they may have dreams of the "good life", the reality of the changes which they have faced and may continue to face impacts strongly on them. They may be reluctant to discuss these concerns, but they do persist. Schools that adapt instruction to meet these students' interests and previous experiences can make the learning process rewarding as well as inviting for them.

ACTIVITIES

- Have participants read the first of the two articles **(1.1.6.H.1.A-I) Fradd, S. (1983). Cubans to Cuban-Americans: Assimilation in the United States. Migration Today,. II (4/5), 34-42.** After reading this, participants should be able to list specific push and pull factors that have motivation to the U.S. from Cuba during the past 30+ years. They should be able to list some specific traditions and cultural characteristics which have been sustained through the process of immigration.

- Have participants read the second of the two articles **(1.1.7.H.2.A-D) Fradd, S. H. (1985). The diary of a Cuban boy. Migration Today, 13, (5), 22-25.** (These articles serve as samples of the types of journal articles that can be used to address this topic. Presenters may substitute other articles on different refugee groups, depending on the audience).

- In small groups, discuss information contained in the articles,
    - List the factors influencing leaving the country of origin and arriving in the U. S.
    - What suggestions can the group offer after reading these two articles?
    - What implications does this information have for handicapped students?
    - What do personnel working with immigrants and refugees need to know and be prepared to do in meeting the needs of these students?
    - Develop a summary statement.

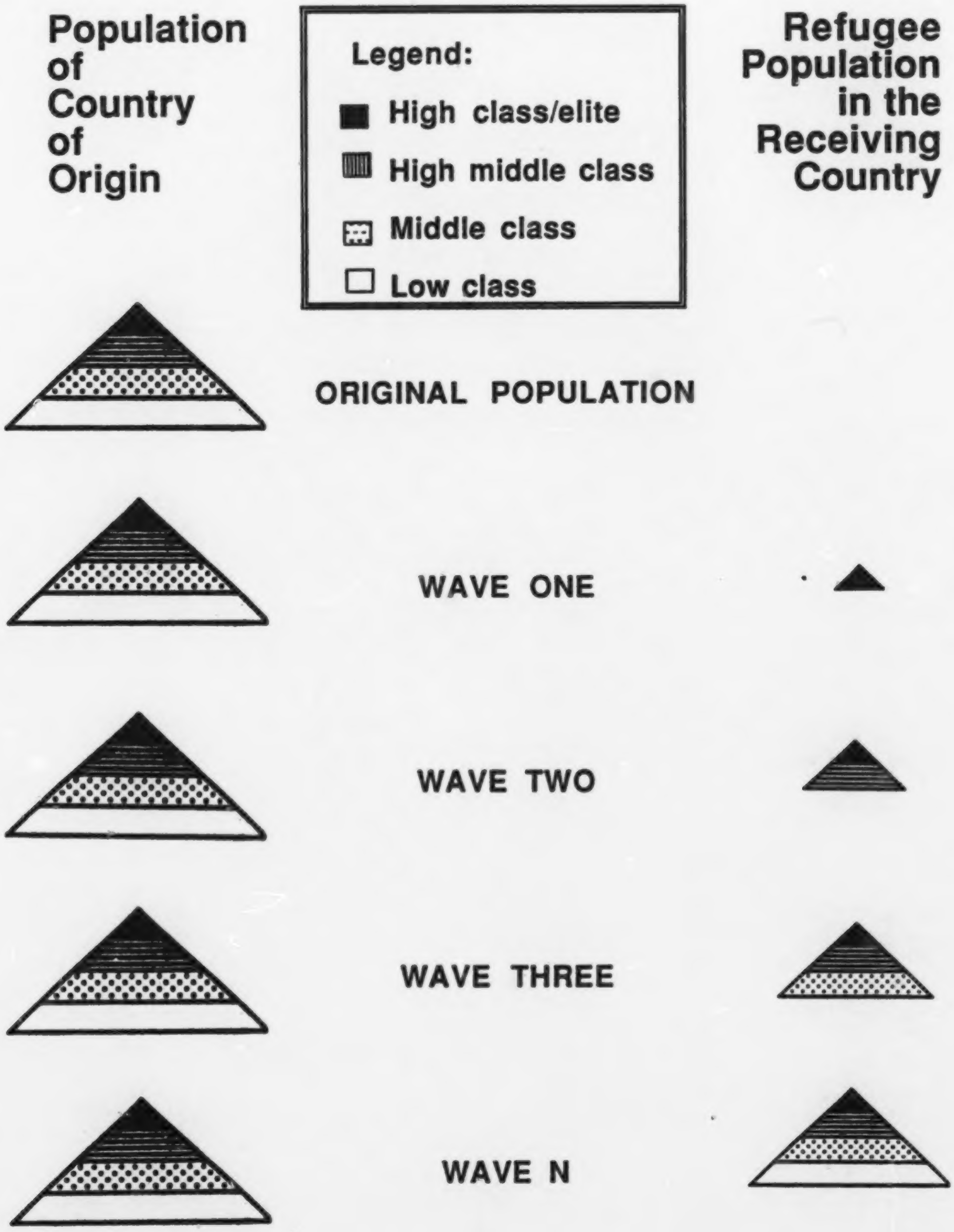
- Have participants describe and discuss personnel experiences in working with immigrants. Are the majority of the school personnel aware of the immigrants' experiences? What were the motivating factors in the students' arrival in the U.S. and in the school district?

- Have the group list ways in which immigrants and refugees may be similar and different. Draw on participants' personal experiences and then relate the information back to the push/pull theory.

- Care must be taken not to elicit information from immigrants and other newly arrived residents who may be reluctant to discuss their experiences. Some persons may lack appropriate documentation; others may be fearful for relatives and friends in their country of origin, while still others may find it difficult to maintain their composure while discussing emotionally difficult experiences. For these and many other reasons, participants are discouraged from interviewing and discussing first person experiences with newly arrived persons. For further information see: **Michael, P. (Ed.) (1986) Primary prevention and the promotion of mental health in the ESL classroom: A handbook for teachers. New York: American Council for Nationalities Service.**

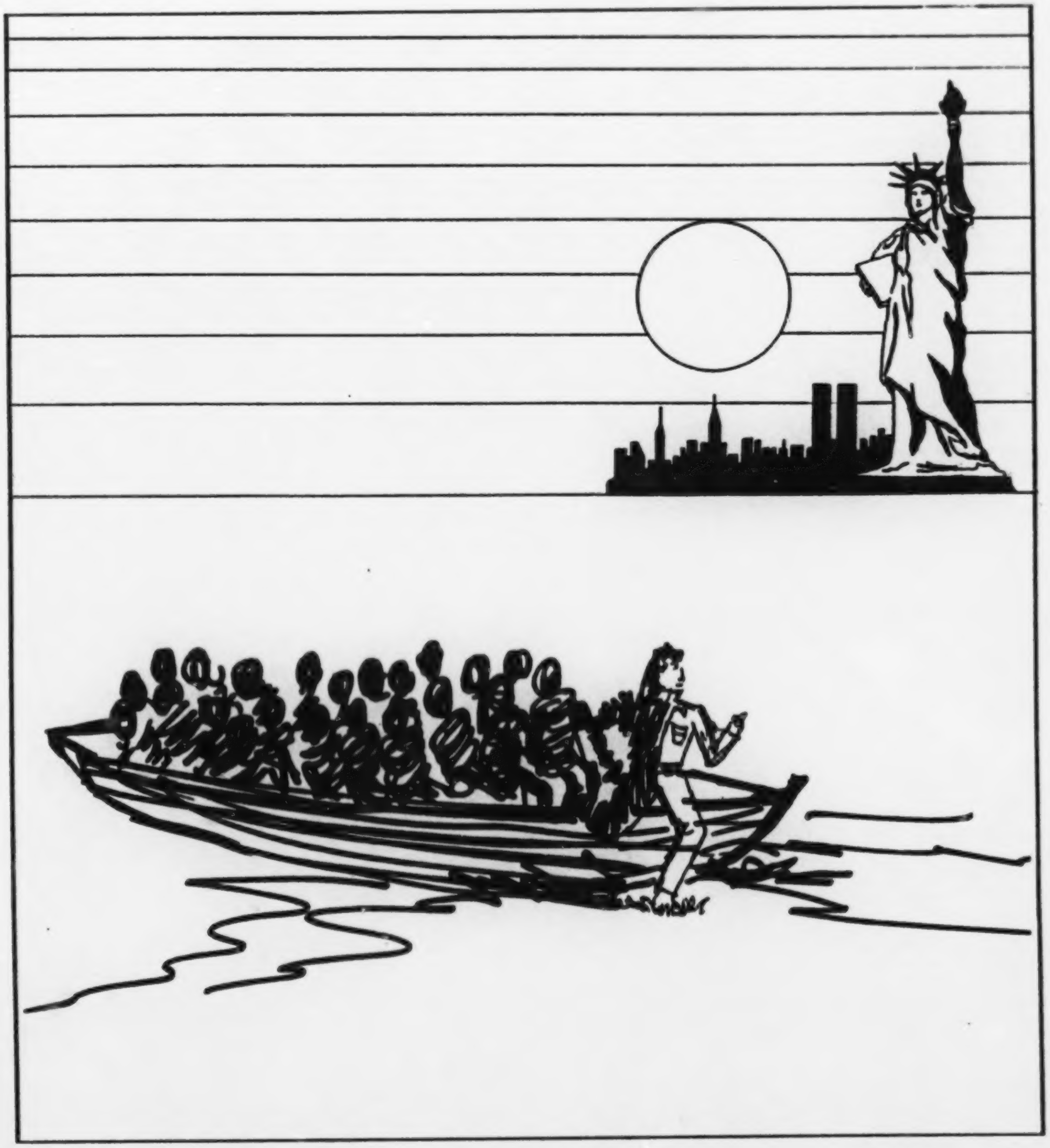
WAVE THEORY

(1.1.6.T.1)


Population of Country of Origin
Legend:
■ High class/elite
▥ High middle class
▦ Middle class
☐ Low class
Refugee Population in the Receiving Country
ORIGINAL POPULATION
WAVE ONE
WAVE TWO
WAVE THREE
WAVE N

THE MYTH OF THE GOLDEN IMMIGRANT

(1.1.6.T.2)



THE PUSH/PULL FACTORS OF IMMIGRATION

(1.1.6.T.3)

PUSH FACTORS

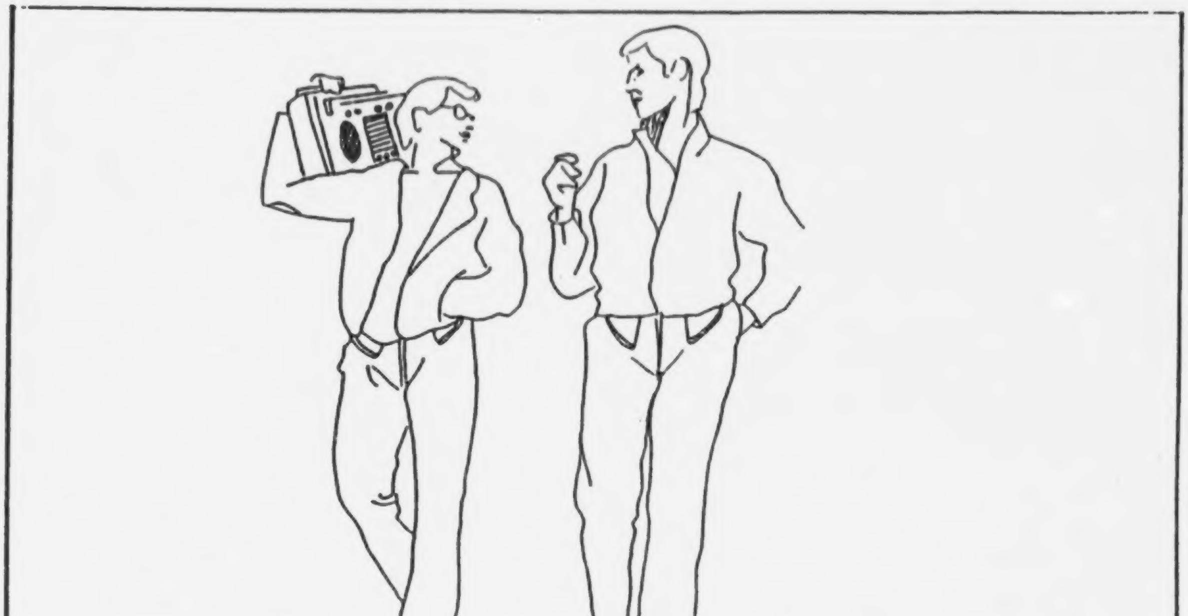
- Overcrowding
- Lack of opportunities for self
- Lack of opportunities for children
- Rigid social classes
- Famine
- War
- Religious persecution
- Political difficulties

PULL FACTORS

- Image of the Golden Immigrant
- Safety
- Economic opportunity for self
- Economic opportunity for children
- Availability of health care
- Educational opportunity including special education services
- The Pepsi Generation image (belief in a carefree life style)

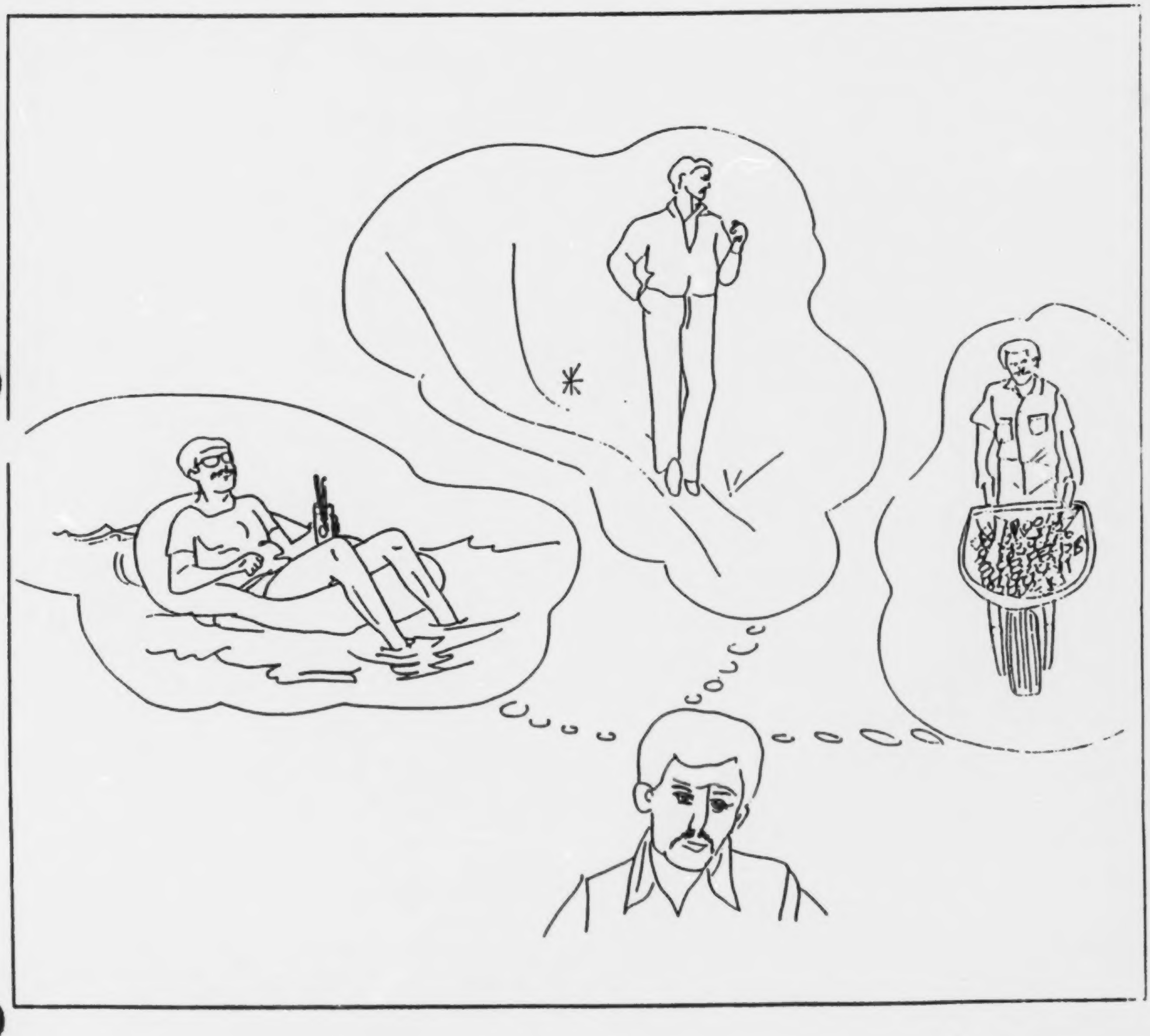
THE PEPSI GENERATION

(1.1.6.T.4)



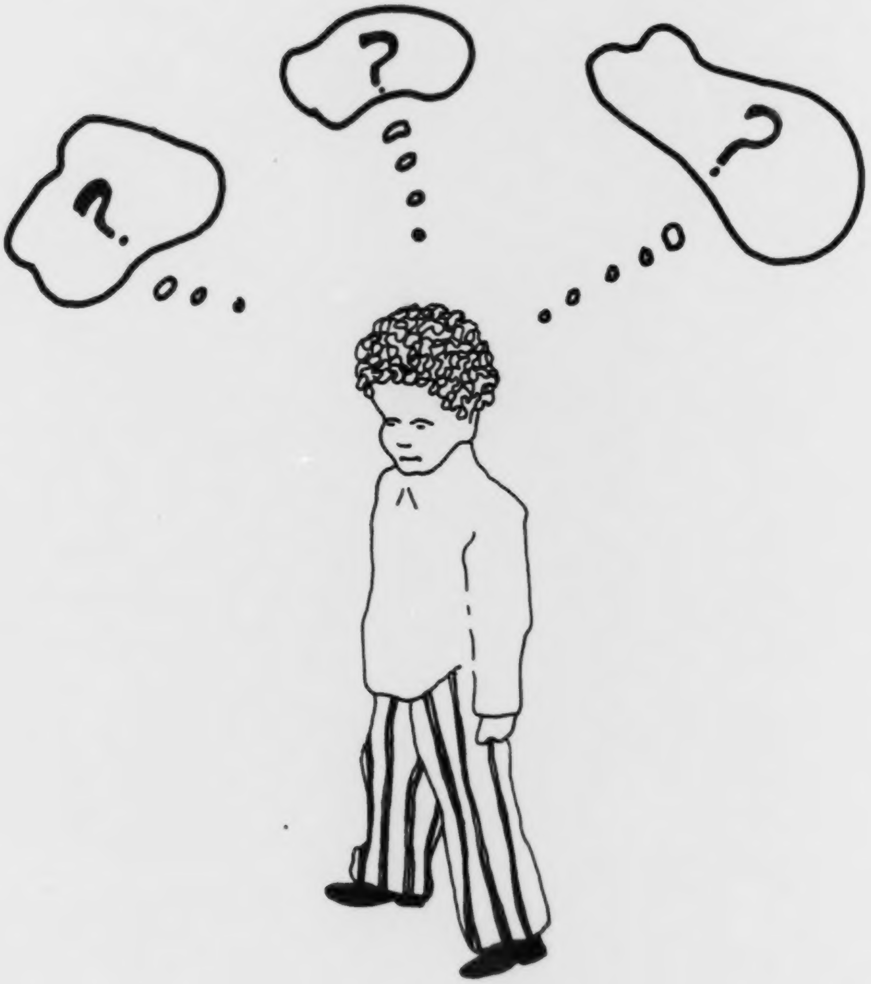
THE IMMIGRANT DREAM

(1.1.6.T.5)



THE REALITY OF THE IMMIGRANT DREAM

(1.1.6.T.6)



(1.1.6.H.1.A)

CUBANS TO CUBAN AMERICANS
Assimilation in the United States

Sandra Fradd[1]

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(1.1.6.H.1.B)

In spite of the recent attention to the latest inflow of Cubans, there is a great deal that has not been published or even studied about Cuban immigrants in the U.S. or the process by which they become Cuban Americans. Bender (1973) considers the Cuban migration after the Revolution to be the greatest mass exodus in the history of the Western Hemisphere. Portes (1969) concluded at the inception of his research that one of every 21 Cubans had immigrated. As of this time, one in every ten—one tenth of the Cuban population—is in the United States.

The Cuban Revolution avoided the violence of other modern revolutions such as those in Mexico, China and Russia by allowing those parts of the dominant society who were unable or unwilling to adjust simply to emigrate, thus solidifying the support of those who embraced the new order. This massive migration to the U.S. belies the fact that the initial stages of the Revolution had the support of all socioeconomic levels of population. Both Portes (1969) and Bender (1973) agree that seldom in history has there been a more complete social consensus than the support that all stratas of Cuban society gave for the Revolution.

Diaz (1981) finds that the ethnic composition of the Cubans in the U.S. has two characteristics not shared with many other ethnic groups: their immigration was motivated by a different set of factors than most immigrating groups and most (about 80%) of the present population was foreign born and are still first generation ethnics, facing all the problems traditionally faced by those adjusting to U.S. society. Compared with the Hispanic group as a whole, the Cubans are older with a small proportion of young people (U.S. Bureau of the Census, 1981). There are two causes for this difference; Cubans have a lower fertility rate than other Hispanic groups and a large group of older Cubans immigrated during the late 60s and early 70s. The Cuban group is most like the U.S. population as a whole. The median Cuban family income—$17,600—most closely resembles that of family not of Spanish origin, and is $2,000 more than the next Spanish-speaking group (U.S. Bureau of Census Reports, 1981). According to the Heritage Report (1980), Cubans and South and Central Americans have more successfully entered the economic mainstream within the U.S. than have other Spanish-speaking groups. They have obtained a greater percentage of well-paid managerial professional positions within a number of different industries and professions than other Hispanic groups.

Stages of Immigration

During the past 23 years, the leadership within the U.S. government has changed seven times, while that in Cuba has remained the same. Starting with Castro's takeover in January, 1959, there have been six different stages of Cuban immigration—three peaks and three lulls. These different stages reflect in some ways, according to Clark (1975), the political and economic events occurring within Cuba. The Early Departure Stage—January 1959 to October 1962—was the first time that most of the wealthy and educated Cubans left the island, although not all who left at that time were wealthy or well educated. Those who had established ties with the U.S. were the first to become disenchanted with the Revolution.

Photo/Sandra Fradd

The second stage, from October 22, 1962 to September 18, 1965—the Post Missile Crisis Lull—occurred when direct transportation between the two countries was cancelled as a result of the Missile Crisis. Immigration again commenced during the Family Reunion period—September 28, 1965 to April 6, 1973—when Castro announced that exiles could pick up their relatives at the port of Camerioca. This flotilla immigration continued through November of 1965 when the boat trips were halted by the U.S. government. In mid-December of that year, the Freedom Flights air lift began. Although it has been said that the Cubans were allowed to emigrate for humanitarian reasons, according to Clark (1977), Cubans were allowed to leave as a means of motivating them to work. Only those who had spent considerable time cutting cane, often from 3 to 5 years, received permission to emigrate. The second cohort included a much larger number of blue collar workers, as well as the elderly, infirm and handicapped.

The cessation of the Freedom Flights marked the beginning of the second wane, and the fourth stage in immigration. Anyone wanting to enter the U.S. had to do so by way of a third country. This second lull continued until the Freedom Flotilla began from

(1.1.6.H.1.C)

Mariel Harbor in 1980. We are now in the sixth stage and third lull in Cuban immigration. Clark (1977) points out that since the Revolution there have always been people trying to leave Cuba for the U.S. and that about 16,000 have tried to leave by illegal means such as small boats and rafts.

Reasons for Immigration

Most Cuban Americans are quick to point out the difference between an immigrant and a refugee. An immigrant is a person who leaves his home country in search of greater opportunities. The immigrant is willing to give up his former way of life to become part of the new country. A refugee leaves his own country because he has no choice. He comes to the new country, but always carries with him a greal love for the first country. An immigrant comes because he wants to come, a refugee comes because he must. An immigrant forgets about his first country. A refugee, while he loves his new country and is willing to fight to defend it, never forgets his first country (National Public Radio, 1982).

Regarding the motivations prompting the migration, Clark (1977) states there are two; political and economic. The two are so closely intertwined that it is difficult to distinguish between them. Clark questions if the government requires extensive "voluntary" labor to retain one's present job, is it politics or economics that motivates a person to leave not only the job but the country? Clark's 1980 work (1982) finds that motivations for immigration have not changed for the recent cohort. A study by Portes, Clark and Bach (1977) finds 97 percent of immigrants came because of the lack of freedom. Long-term considerations were more important factors than short-term scarcities. The same percentage were concerned about their economic future and the future of their children. In reviewing the causes of migration, Casal and Hernandez (1975) find that pragmatic factors are more important than ideological ones and that as the composition of the migratory population changed over time, so, too, does the motivation for leaving.

Moreno Fraginals (1982) sees the scarcity of consumer goods as a very debilitating factor which has encouraged emigration, especially for the lower economic sector. The poor had high expectations for obtaining consumer goods after the Revolution. According to Moreno Fraginals, those who had these goods prior to the Revolution have found it easier to do without, while those who have never been able to have consumer goods are impatient.

The socioeconomic structure of the Cuban immigration has changed a great deal over the 23 years of heavy immigration. As the well educated and the well connected with the U.S. social and economic systems established themselves in the U.S., they provided the organization and the economic base by which ensuing cohorts of migrating Cubans have been able to enter the U.S. economic system more successfully than other migratory Hispanic groups (Campbell, 1974). Nevertheless, in spite of higher educational and professional levels which these immigrants in the initial cohorts represent,many have experienced extensive downward occupational mobility which many view as the Cuban success story. Reality indicates there is an underutilization of downward occupational mobility in the U.S. (Roggs, 1974). In fact, current study indicates that there simply has not been a massive upward occupational mobility among the Cuban population. Reality indicates there is an underutilization of Cuban skills

An immigrant is a person who leaves his home country in search of greater opportunities. A refugee leaves his own country because he has no choice.

Photo/Sandra Fradd

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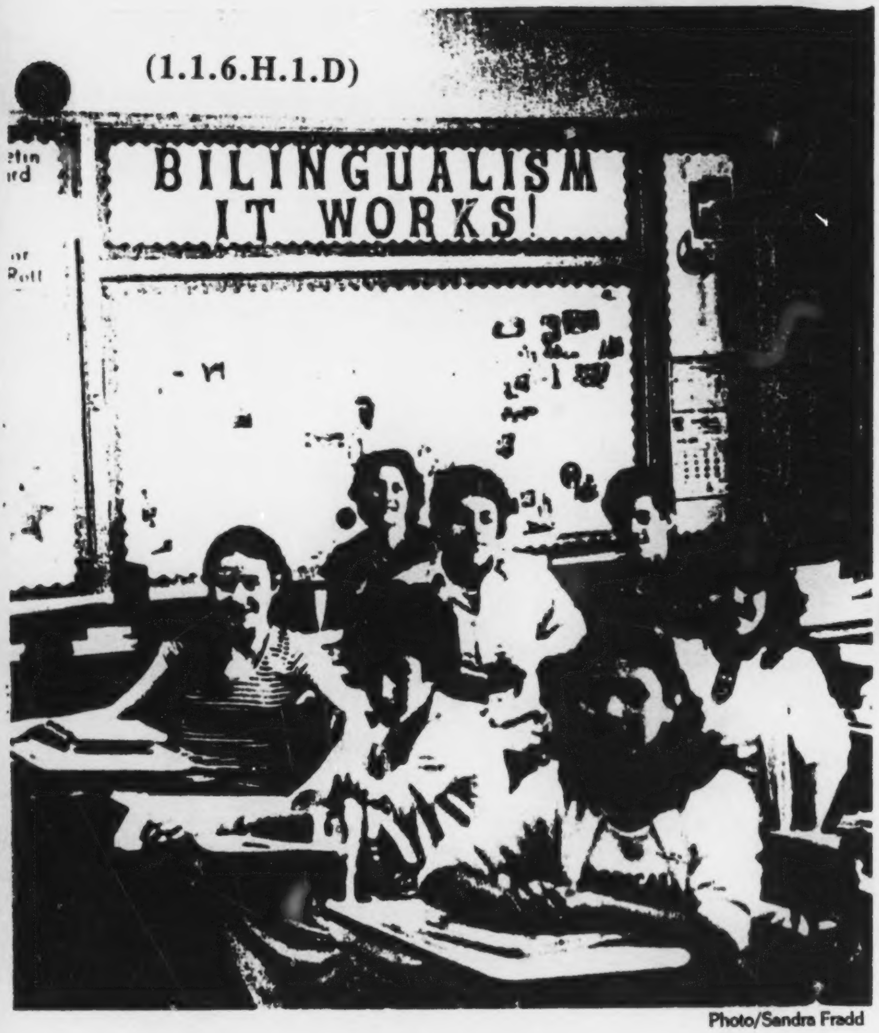
(1.1.6.H.1.D)



Photo/Sandra Fradd

...failure to integrate was strongly connected to contrived idealization of previous ways of life and expectations of returning to Cuba.

Adaptation is the process of adjusting to life in a new environment or a new country. Integration is the action of becoming part of the group inhabiting the environment.

and resources in the U.S. (Rogg and Cooney, 1980).

Portes (1969) was one of the first researchers to point out the fallacy of assuming that immigrants necessarily want to become integrated into mainstream culture and society, and to suggest alternative means of measuring their adaptation and integration than those traditionally used which take "...for granted a strong motivation on the part of foreign minorities to integrate as much and as fast as possible to the dominant cultural patterns" (p. 505). In his initial studies of Cubans, he found the early immigrants did not suffer from the problems of hostility and rejection which many other immigrant groups have faced. Instead, he found failure to integrate was strongly connected to contrived idealization of previous ways of life and expectations of returning to Cuba.

Accordingly to Martinez (1982e), in the early days of emigration, most Cubans lived out of their suitcases because they expected to return to their homeland very soon. Finally, when they realized they would be here a long time, they unpacked, bought homes, and began to establish roots.

Adaptation is the process of adjusting or accommodating to life in a new environment or a new country. Integration is the action of becoming part of the group inhabiting the environment. Immigrants and refugees usually adapt before they integrate. There are many forces which compel the emigres toward integration, as well as many opposing forces which inhibit the process (Richmond, 1974).

Indications of Adaptation

Gallagher (1974) reviews statistics on crime in Dade County, Florida, and finds that Cuban Americans were underrepresented in all counts except reckless driving. He does, however, observe an increase in crime within the Cuban community over the decade of the 60s. McCoy and Gonzalez' (1980) findings were similar; they attribute increases in crime to drug trafficking and overcrowded living conditions. Arguelles (1981) finds that Dade County is the center of right-wing terrorism and a vast drug trafficking network masked by an idealistic facade. Both Alexander (1970) and the Heritage Foundation (1980) conclude that in spite of the fact that Cuban Americans are resented and unwanted by some elements in Miami, they have nevertheless established a good reputation as being law abiding, ambitious and strongly family oriented. Reyes (1971) believes this orientation toward strong family ties has resulted, in part, from economic necessity and the need for mutual support. Elderly living within the family as opposed to special care facilities may have a positive effect on strengthening the family, and strong Cuban family ties have resulted in low juvenile delinquency and crime indexes.

Llanes (1982) sums up the feelings of many Cuban Americans in the quotation by one of the composite characters he developed from his interviews with many Cuban Americans.

(1.1.6.H.1.E)

When you lose a limb to an operation, let's say, the body adjusts to the loss gradually, but certainly . The mind may never adjust. The refugee is a "national amputee". He can work and function, procreate, and swear allegiance to a new flag, but his mind may never adjust to the loss of the other life. To what it might have been. To what it can never be.

> *When you lose a limb to an operation, let's say, the body adjusts to the loss gradually, but certainly. The mind may never adjust. So it is with the refugee. The refugee is a "national amputee". He can work and function, procreate, and swear allegiance to a new flag, but his mind may never adjust to the loss of the other life. To what it might have been. To what it can never be.*

Gallagher (1974) sees the exile as living in a schizophrenic state within two worlds. To understand the exile's situation we must understand the social milieu of immigration.

This sense of loss and process of adjustment has received a great deal of attention by those professionals working in the field of mental health within the Dade County area. In studying the acculturation process of Cuban American adolescent males and the mothers of adolescents, Szapocznik, Scopetta and Tillman (1977) conclude that there are great intergenerational differences in behavioral acculturation within the Cuban immigrant families with adolescents because the adolescents, especially males, acculturate more rapidly than the older family members. It is curious that the longer Cuban immigrant mothers, who participated in this research, lived in the U.S., the more help-seeking and less self-reliant they became. Those mothers who appear to be less acculturated tend to exhibit more neurotic personalities, and those with more neurotic personalities are less acculturated. This neurotic adaptation conflicts even more with the behavior of their adolescent sons, who in the process of adjustment, often take on more uninhibited, active, even acting-out behavioral patterns. Szapocznik (1979) finds that frequently as the family problems progress, the members polarize so that the older members embrace a more extreme Hispanic style and the younger members a more exaggerated North American one.

Moncarz (1978) finds that what appears to be the higher earning power of the Cuban exiles, when compared with other Spanish language groups, is the result of Cuban women working in the labor force. The transition from wife and mother to the new role of working woman is difficult for many Cuban females. Richmond (1974) finds that Cuban women want to have the economic purchasing power afforded them through their employment, but prefer to maintain traditional roles. This conflict is very stress-producing for Cuban immigrant families. Gonzalez and Page (1979) believe prescription drug use is an adaptive strategy to alleviate tension produced by the cumulative clash between the female's socioeconomic status in Cuba and that in the U.S. A tradition of self-medication through curative herbs and patent medicines has combined with the addition of prescription tranquilizers to produce within the Cuban immigrant community a drug use system outside the formal patterns of U.S. drug prescription acquisition.

In studying teenage acculturation and drug use, Page (1980) finds Cuban immigrant youth confused by the ambivalent feelings expressed by many North Americans regarding the use of hard drugs and the warnings of parents that drugs are a terrible vice. Rejection of parental heritage is stress-producing for the youth because they have difficulty reproducing the behaviors they seek to emulate, often finding these behaviors hollow and unfulfilling. Those who persist in drug use prefer drugs that increase alertness rather than stupify and depress, believing that such drugs make them better at the activities in which they engage.

Sandoval's study (1979) on the use of Santeria as a mental health care system, and Wetli and Martinez' (1981) work with Santeria and forensic science, indicate that the reliance on Santeria, a syncretic system of African and Catholic rituals and beliefs, has not only survived immigration, but has increased as an aid in the acculturation process. Sandoval suggests that those in the mental health care field who work with Cuban immigrants and Cuban Americans should be familiar with Santeria as an auxiliary mental health support system and should work collaboratively with it to provide more effective care for these patients. She finds no conflict between Santeria, which works with the soul, and traditional mental health care with works with the mind.

In looking at youngsters within the school setting, Szapocznik, Kurtines and Fernandez (1980) find that exhibiting a bicultural perspective rather than remaining monocultural enables children to achieve a more effective adjustment to the environment in which they live. When second generation Cuban American youth overacculturate and give up their Hispanic roots, it is not uncommon for them to become hostile to all authority figures. They may generalize this aggression to the school setting where they may become highly disruptive discipline problems. Underacculturated adolescents may display the opposite behavior, isolating themselves from contact with "foreign environment", i.e., the U.S. culture. These children appear withdrawn, depressed and often neurotic in their behavior. The researchers suggest learning sessions where students explore the ethnic values of the Hispanic and North American cultures, as well as communication sessions where appropriate, culturally relevant behavior is presented and discussed.

Indicators of Integration

Wilson and Portes (1980) analyzed the factors which are relevant in the emergence of Cuban immigrants into the U.S. labor market and determined that in addition to merging with the mainstream labor force or providing labor for a secondary labor force operating in the margins of the mainstream, the Cuban Americans have established enclaves of separate socioeconomic power. They have been able to develop these enclaves through the interplay of several factors: investment capital and managerial skills, sustained immigration which renews and expands the labor force, and a demand for products and services from a language and culture population similar to their own, but different from that of the host culture. Language and cultural barriers into the main-

(1.1.6.H.1.F)

stream economy and ethnic affinities within the enclave work to cement ties of solidarity among Cubans who emigrated during different time periods after the Revolution (Safa, 1982).

Diaź' (1981) work disagrees with that of Portes and Wilson (1980), in that he finds the Cubans in South Florida are integrating into the mainstream culture and labor force with remarkable speed. He suggests that a variety of measures be used to observe the patterns of social integration present. His research indicates that the majority of Cubans in the work force do not work for Cuban employers, and suggests that "whatever entrepreneurship Miami Cubans have shown, it is in keeping with precribed goals and values of the host society's and thus a positive sign of social integration" (7). While Diaź does not deny there exists a "ghetto economy" which acts as a deterrent for learning or integrating into the host culture, he cites naturalization indices as an alternative indicator of social integration. During the decade of the 60s, the number of Cubans who became American citizens increased ninefold and the numbers have continued to remain high for the decade of the 70s. It is at this point that a difference between Cubans and Cuban Americans can be seen. Although many Cubans who have become naturalized citizens of the U.S. still refer to themselves as Cuban, they also consider themselves as Americans. The dividing line is obscure. It exists not only in the minds of those who participate in the metamorphosis, but also within the spectators who observe the process. The mayor of Hialeah, Raul Martinez (1982), believes that once a person is naturalized he should not be called a hyphenated name; one is either an American or he is not. According to his point of view, there is no such thing as a Cuban American.

Although Cubans have accepted U.S. holiday celebrations, they have kept their own customs, many of which are dying out on the island. While Spanish is spoken at home and reinforced through the media, the fact that more than 80 percent of the Cuban children attend public school where they will learn English is an additional indicator of the desire for social integration. According to Diaz (1981), the residents of the host country play an important role in the integration of immigrants. If the local residents are themselves supportive, then integration will be more rapid. If, for example, the local residents move away when Cubans move into a neighborhood, then the process of social integration is retarded.

English Language Acquisition

Different levels of government assistance have influenced the process of Cuban assimilation within the labor force and political structure. Hernandez (1974) and Rogg and Cooney (1980) believe that the large segements of the Cuban population experiencing downward occupational mobility and unemployment could be helped by more extensive English training programs, greater access to apprentice training programs, and increased financial aid for higher education.

When second generation Cuban American youth overacculturate and give up their Hispanic roots, it is not uncommon for them to become hostile to all authority figures. They may generalize this aggression to the school setting where they may become highly disruptive discipline problems.

Language affects the socioeconomic status of Cubans (Diaz, 1981). Those with greater knowledge of English have less unemployment and are more likely to have U.S. citizenship. Lyshkov (1981) sees grandparents, living in or near the home of the core family, as the principal factor in maintaining Spanish as either the primary or secondary language of the home.

Solé (1980) points out the correlation between economic and social mobility and language shift. For the Cuban Americans in South Florida the relationship of language maintenance and socioeconomic status is not linear from the lowest to the highest but curvilinear with children whose parents are in either of the highest or the lowest groups maintaining Spanish more often than children whose parents are in the middle income group. The retention of Spanish is not surprising for those children who come from the lower socioeconomic levels, Solé explains, because their parents' position within the labor force requires little competence in English; the high group also requires Spanish because of professional ties within the Cuban community and throughout Latin America.

(1.1.6.H.1.G)

JOSE MARTI
1853 — 1895
HOMENAJE HOMENAJE

The 1980 Immigration

The seeds of the 1980 Cuban immigration, also known as the Freedom Flotila and the Mariel Boatlift, were sown in the late 1970s and perhaps earlier. Many of these seeds are still in fertile ground and continuing to grow, and may lead to future immigrations.

Most press accounts begin with the storming of the Peruvian Embassy in Havana in April 1980, by a group of Cubans asking for asylum. However, the deepening economic and political problems within Cuba, as well as the return of over 100,000 Cuban Americans bearing gifts and stories about the marvelous life in the U.S., are important causative factors in the 1980 immigration (Gonzalez & McCoy, 1980; Azicri, 1981-82). By allowing the Cuban Americans to return to Cuba for family visits, the Cuban government expected to gain additional tourist money to bolster the economy, to demonstrate to the exiles the institutionalization of the Revolution, and to improve Cuba's human rights image in other countries (Boswell, 1982). When the Cuban Americans returned to Cuba, they wiped away, at least temporarily, the anti-American and anti-exile image created over the past 20 years. Many Cubans had family members in the U.S., but because of military service and other government obligations, had put aside thoughts of leaving Cuba. With the return of so many Cuban Americans, it was impossible to keep these thoughts of leaving at rest.

More than 1 percent of the Cuban population left in 1980—figures range from 124,789 to 125,262 from a wide range of official and semi-official sources (*See*, McCoy and Gonzalez, 1982, for an example). Testimony before the U.S. Senate (Walsh, 1980) indicates that the figures could have been much higher. Clark, Lasaga and Reque (1981) believe that about 1.5 million Cubans have requested permission to leave Cuba. The potential for future Cuban immigration can not be overlooked.

Government and Public Reaction

Not only did 1980 Cuban immigrants fail to receive the warm welcome experienced by the golden exiles of the first migratory stage, or even the consideration given those of the family reunion period, they were rebuffed in a variety of different ways. It is ironic that if the migration had begun in February instead of April, these Cubans would have qualified as "refugees" as did the previous cohorts, because the Refugee Reform Act was passed just prior to this mass migration (Health and Rehabilitative Services, 1982). The immigrants were given the status of "entrant" rather than "refugee", thus removing the possibility of federal refugee assistance made available under previous resettlement programs (Cuban/Haitian Task Force, 1981). On November 4, 1980, voters decided that Dade County would no longer function bilingually, and voted to cease the expenditure of county funds to utilize any language other than English. The anti-bilingual controversy which is supported in other areas of Florida, appears to be a grass roots movement against the Cubanization of the Miami area. Anti-bilingual legislation continues to be debated in the Florida Legislature and elsewhere in the state (Melby, 1982; Watts, 1982). Because of policy decisions made during the 1980 inflow, the bulk of the financial responsibility for immigration has shifted from the federal government to the state and counties receiving the impact. This switch in funding may have polarized the local citizenry to an even greater degree against the Cubans than had already occurred by press reports characterizing the group as criminals and attributing the increase in crime to them (Chaze and Lyons, 1982).

Martinez (1982b) calls the children of Mariel, political pawns and believes that Florida's Governor Graham has been building on political sentiment to improve his personal career by saying that all 1980 Cuban entrants must prove their claim to political asylum or be returned to Cuba. Herald Wire Service (1982) quotes Graham as indicating that he will provide the 1980 immigrants with a humanitarian gesture by helping them move to any of the ten states that still provide welfare benefits. This move is seen as a means of relocating some of the refugees, thus alleviating the burden placed on Florida, and another indication that the new Cubans are not welcome in the state.

Cuban American Reaction

An obvious reaction to all the notoriety of the 1980 immigrants has been the behavior of the previous Cuban immigrants, now mostly Cuban Americans, who seek to avoid what they consider contamination associated with a negative image (Gonzalez and McCoy, 1980).

One evident linguistic marker which Cuban Americans have adopted to put historical distance between themselves and the new arrivals and to establish legitimacy to their residence in the U.S. is the use of time references to show the period in which the immigrant arrived. It is common to hear Cuban Americans say, "In all the 12 years I've lived on this street..."or "Since 1970, when I came here, I have...".

Portes, Clark and Lopez (1981-82) and Rogg and Cooney (1980) stress the importance the receiving community plays in assisting the new immigrants in the acculturation process. These researchers predict that if the already established Cuban American community rejects the new arrivals, the new Cubans will have a far more difficult time in adjusting than the previous groups have had. Portes *et al.* (1981-82) write, "While similar in many background characteristics such as occupation, education, urban residence, etc., it is not likely that the relatively mild adaptation experienced by these exiles will be reproduced among those coming recently through the Mariel boatlift. The rapidity and size of this flow have taxed not only federal and state resources but also those of the Cuban community itself" (23). The researchers are optimistic that the new inflow "...can be absorbed by the enclave economy rather than shifted to the low-wage open labor market" (23), the latter being seen as a more difficult situation in which most of the other migrating Latins find themselves.

According to Martinez (1982c), two years have passed since the immigration and about 30,000 Cubans have not been able to melt into the great American society melting pot. He writes that a hard core of refugees "...remain as they were on the day they arrived—poor, unskilled, uneducated, emotionally fragile and virtually impossible to assimilate" (1a). In the same article, Martinez quotes Portes as saying that this group suffers as no other previous Cuban group from stigmatization by both the Cuban and U.S. governments. A preliminary report by the City of Miami Planning Department (1982) finds these refugees have created the Cuban slums. All previous Cuban groups have moved into low-rent areas and improved the property values through their industriousness and enterprise. The planning report states that the group of Cubans who moved into the Little Havana section lacks a solid educational background, vocational skills and an understanding of the economic and political system. While this group consists predominantly of young males, and is not representative of the 1980 group as a whole, it has received a great deal of attention from the Cuban community as well as the press. These apprehensions are reminiscent of Gallagher's findings (1974) in the same community district, but are found to exist to a much greater degree.

Domino Park has become the symbol of the Cubanization of the southeast section of Miami known as Little Havana, a symbol of the old Cuban style of graceful living, a place where old men gathered to play dominos and a place where people liked to pass by an enjoy a vivid and picturesque, typically Cuban scene. Before 1980, the park and the district where it is located were considered safe, low-crime areas. Cubans from many different areas of South Florida referred to the park with pride—a reflection of the improvement which Cubans have made to the community. Now there are iron bars on the store windows in the area around the park and special police patrol on foot, horseback and by car. There is a controversy about closing the park, fencing it in, or limiting those who enter to registered, card-carrying citizens. But the controversy is bigger than the park; it is a conflict between the already established Cuban American merchants and businessmen and angry, young 1980 arrivals with high expectations and little reward. This polarization of the community can not be resolved with regulations and identification cards (Dunlop, 1982; Martinez, 1982b). Perhaps the hostile community reaction is not so different from that experienced by various waves of European immigrants who settled in the Northeast at the beginning of the century (Gonzalez and McCoy, 1980).

... the controversy is bigger than the park, it is a conflict between the already established Cuban American merchants and businessmen and angry, young 1980 arrivals with high expectations and little reward.

(1.1.6.H.1.I)

Cuban Immigrant Reaction to U.S.

Balmaseda (1982) quotes Mariel entrant Martinez as saying, "Many refugees refuse to say they arrived by Mariel. They are wrong that way. They are perpetuating the bad image of the Marielito. If the good ones admit they are Marielitos, maybe the stigma will go away" (69).

Spencer, Szapocznik, Santisteban and Rodriguez (1981) compare the emotional problems of the 1980 Cubans with those of a family where the parents are in conflict and communication is poor. In this comparison, the mother and father are represented by the governments of the two countries. These researchers believe that the "...ambiguity associated with an unclear legal status" (3), has been a source of stress for the entire immigrant population. They suggest that the mental health professional can help remove the stigma associated with migrational adjustments.

Unzueta's research (1981) finds that at least 42 percent of the population studied had felt discrimination as a result of their entrant status. The greatest amount of discrimination came from the Cuban Americans. The Cubans also report being more afraid of being victimized in the community in which they are currently living than in the resettlement camps where they first lived. This report confirms what many Cubans have said; to many, the local neighorhoods present a more hostile environment than that of the camp life. Some seem to be traumatized by what they see as a large U.S. criminal element. It should be noted, however, that more than 50 percent report no discrimination and 80 percent report being accepted by their countrymen, the Cuban Americans.

The research of Bach, Bach and Triplet (1981-82) provides more information on characteristics of the 1980 entrants. Most were from the mainstream of the Cuban economy. When employment background is combined with age, sex, race and residence, the profile emerges that places most of the entrants in the center of Cuban society (39). Fernandez' (1981-82) work concurs with the above research. He adds that in spite of their location within the center of the Cuban society, "...many entrants seem to be socially marginal in the sense that they generally did not participate in collective organizations in Cuba" (52). He finds this unusual in a sociaty "...that actively promotes mass membership in revolutionary organizations" (52). The only group that showed more than 10 percent membership were the labor organizations which require compulsory membership. The general feeling expressed by Fernandez' group was one of suspicion and fear toward Cuban authorities. Many of this group came here with unrealistic expectations of good jobs and economic security and may transfer these feelings of distrust toward those in authority in the U.S. when their expectations are not met. Fernandez calls for special compassion and assistance in helping these immigrants through the transition to a new life in this country.

Two years after the 1980 immigration, the media began reporting that the Mariel crime wave had peaked and was now dropping (Silva, 1982). The most positive report is by McCoy and Gonzalez (1982) who find that the crime attributed to the Mariel refugees "...has been somewhat overestimated, while the crime increase attributable to other, probably illegal aliens, has been considerably underestimated (34). The final grand jury report (1982) shows that Mariel Cubans' percent of arrests is almost twice that of the pre-Mariel group; 16 percent as compared to 9 percent. However, both groups are lower than all other comparison groups which include whites, blacks and other Latins or Caribbeans. These researchers have positive expectations that the new arrivals are making the adjustment and becoming positive contributors to the South Florida economy. They remind us that we need only to look at the contributions already made by Cuban Americans and other Latin groups who have made their home here. After all, McCoy and Gonzalez say, "less than one-third of present residents (in Florida) have claims to being native Floridians" (1982:36). m/t

Note: References are available upon request.

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by Peter Stalker

Migration Problems Abound Worldwide

"Pakistani manpower ensures maximum production".

"Bangladeshi workers are well-known for their honesty and sincerity".

Newspaper advertisements in the oil-rich Persian Gulf tout their wares with all the gusto of an eastern bazaar.

Selling cheap labor is big business. There are at least 20 million migrant workers in foreign countries today—and that includes only those working legally.

The largest number of illegal migrants—between four and five million—is believed to be in North America, drawn from Mexico, Central America and the Caribbean to one of the richest countries in the world.

Migrants now make up a "substantial proportion of the global work force" says the United Nations Fund for Population Activities. And the agency's 1983 State of World Population Report calls for an international agreements on a process that is occurring with a "complete lack of order and regulation".

Money is the key to most international migration. Rich countries still want the cheap labor that helped fuel most industrial development in the West. Poor countries hope for extra income by "exporting" their earners. Migration to the Middle East has been at such a rate in recent years that bona fide citizens of the United Arab Emirates are now only 24 percent of the total population.

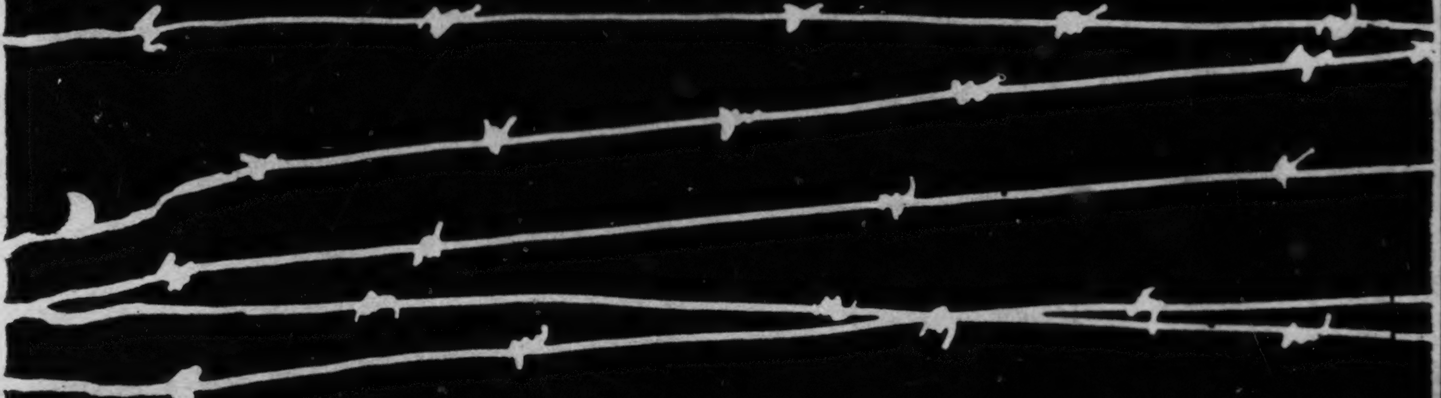
Workers do send money home—and in considerable quantities. Around 80 percent of the "export" income of countries like Egypt and Pakistan comes from the pay packets of migrant workers. And in Yemen and Jordan their earnings are practically the only source of foreign exchange. Indeed, some governments insist that their workers overseas send money back: the Philippines, for example, requires construction workers and seamen to send back 70 percent of their earnings.

"There is little evidence", says one United Nations survey, "that the governments of the sending countries have succeeded in chaneling remittance into productive investment".

Many workers don't return home at all. Europe has one of the most settled bodies of migrant workers in the world. It was thought that the economic downturn after 1975 would lead to a mass exodus of "guest workers" back to countries like Morocco and Turkey. Incentives were offered and a number did go—but nothing like as many as expected. Unemployment in their own country was a powerful disincentive.

The Diary of a Cuban Boy

Sandra H. Fradd



The following narrative has been taken from the diary of a twelve-year-old Cuban boy just prior to and shortly after his arrival in the United States in May, 1980. Although his words have been edited and translated into English, they are his own. They represent his experience and his perceptions of life during this trying period.

I have decided to tell you about a few facts of my life. But before I do, I want you to know that my family is a decent and honorable one. We have always been respectable people in our community. Longer than I remember [illegible] on one street in a small village in Santa Clara province, Cuba. We are a large family with many aunts and uncles and even more cousins. One of my uncles is especially well known because he had many [illegible] little house in our neighborhood. He gave my mother the land for our house. Although this happened many years ago, it is a topic of conversation [illegible]

This year I started [illegible] [illegible]

because his [illegible]

[illegible] parents.

One day [illegible] My mother and father [illegible]

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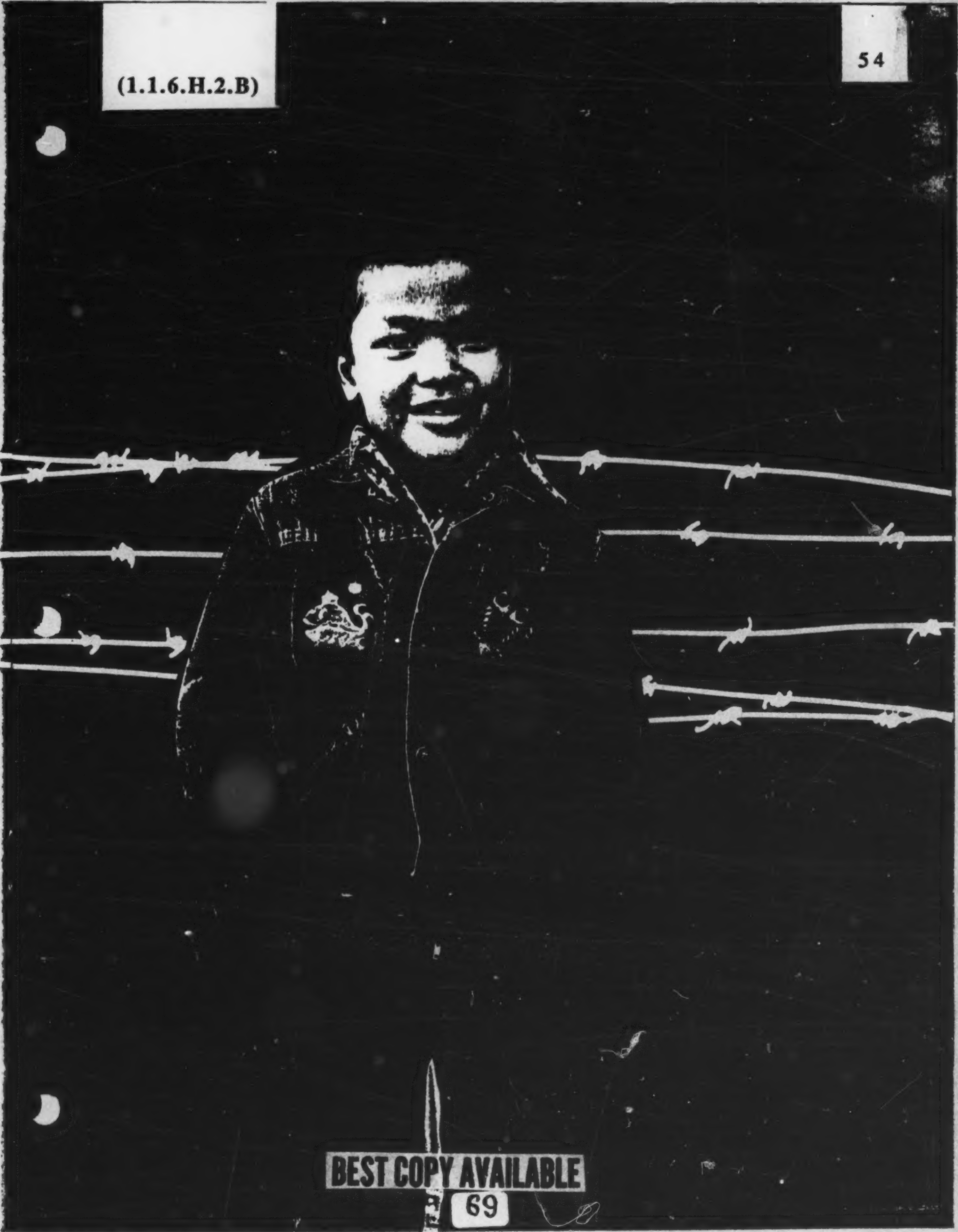
(1.1.6.H.2.B)



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(1.1.6.H.2.C)

> **"The men worked hard to stabilize the boat. Father reminded us that there were no life jackets on the boat. They had been taken off by the Cuban government workers before we left Mariel."**

those conversations as if they were engraved in my mind. I could not believe it was possible for my father to be considered a criminal. When I asked my grandparents about what I had heard, they would not answer me.

"Later when I asked my mother about what I had heard, she told me everything. She said that my father was a political prisoner on the Isle of Pines. Although he was sentenced to prison for 20 years, when he had served 8 years he was released for good behavior. My mother also explained that since my father had spent the time in prison before my brother and I were born, she had not told us or anyone else about it because she wanted to spare us problems which she knew that we would encounter if we knew that our father was against the government. The rest of the 20 year sentence, she explained, Father had to repay by working on weekends for the government. I had always believed that Father was doing voluntary work for the government when he left home on the weekends. I had noticed that he did not usually participate in the government marches and rallies, but I thought he was probably just tired from the voluntary work he did. In fact, I had always thought of my father as being a patriotic idealist for giving so much time to the government. Mother reassured me that it was important to set a good example in the school and community. Then she reminded me of the difficulties which we sometimes had in getting food. She said part of that problem was the result of political problems brought on by our father's record.

"Many other strange things happened at our house during this same period. Every night Mother wrote letters asking for help from Cubans we knew in the United States. She was searching for a way for us to get out of the country. One day Father went to the Ministry of the Interior to obtain the necessary papers. In order to do this he needed birth certificates, their marriage certificate, and a copy of his sentence for treason against the government. When I looked at all these papers, I realized that my father had actually been the treasurer of the counter-revolutionary movement.

"The process of obtaining all these papers took about 6 months. Finally Father was told to make an appointment to get our passports. He had to stand in line each day for about 3 weeks before he was able to actually have the passport appointment. We waited another 3 months before we were able to get our passports.

"About the time that we received the passports, I was told that I could no longer be the student leader of the school. This news came as a terrible shock. The director said that someone else had to be substituted in my place because my family was going to abandon the country. I loved my school and was dedicated to being a good leader. How was it possible that I was being replaced when I enjoyed helping the teachers and students so much. What a terrible time.

"To make matters worse, someone from our neighborhood came and took inventory of the things we had in our house. We were told we could take nothing out of the country, nor could we sell or give away anything. An exact account of everything in the house had to be made again just before we left so the government could account for all of our possessions.

"The following Saturday as I was walking along our street eating a mango with my friends, my little brother came running up. He told us that the papers had arrived and we had to get ready to leave. Immediately I left with my close friends to say good-bye to my teachers and all the other people in my town who had been dear to me.

"At 5:00 the next morning our family, my grandparents, my parents, my little brother and I took a bus to Havana. We spent the day in front of the immigration center. Since we had no place to stay, we slept in front of the building on an old mattress Mother found. About midnight we were called to the main office of the immigration building and given exit papers. Then we were taken to the Circle of Patriotic Socialists where we spent the rest of the night sleeping on the ground along with a lot of other people who were waiting to leave. The next day my mother was able to get four small mattresses so we could sleep a little more comfortably. I don't know how my grandparents managed. I believe they suffered a great deal during this period of time. We had no roof to protect us from the rain or the heat of the sun. We had only the clothes we wore, no medicines or any other supplies.

"We remained at the Circle of Patriotic Socialists for four days. Food was expensive and we had only a little money, so we divided the food between the six of us. The only food we could buy was thin cheese sandwiches, soda crackers, caramels, small packets of milk and a few other drinks.

"On the fourth day we were taken to Mosquito, a small port near the Mariel Harbor. The Cuban government officials there told us that when we got to the United States we should tell everyone we were with the group of people who entered the Peruvian Embassy. The Cuban workers emphasized that if we did not say we were with the embassy people, we would have a hard time getting into the United States. I didn't really understand what the officials meant by this until I spoke with other people who were waiting along with us. They explained that many people had tried to leave Cuba by getting into the Peruvian Embassy yard and as a result the United States was letting some Cubans come there to live. As we went through Cuban Customs we were searched. We had to give up the remaining small amount of money we had left. We also had to give them our little bit of gold jewelry.

"In Mosquito we were taken to a military barracks. The accommodations were divided by groups. The Jehovah's Witnesses and other religious groups were in one area, the common prisoners in another, and the political prisoners in a separate space. Each area was congested with people all crowded together. We stayed in these barracks six more days before we were loaded onto buses and taken to Mariel Harbor where we were led aboard a boat for the United States.

"We were happy when we saw the yacht we were to travel in. My father guessed that it probably held 25 people safely. Unfortunately for everyone, 48 people were crowded into it. Women and small children were located in the middle. Since my brother and I were the oldest of the children aboard, we were permitted to sit with my grandfather and father near the outer edge of the boat. Sometimes it seemed as if the edge of the boat were going below water level because so many people were crowded onto the boat.

(1.1.6.H.2.D)

"As we left Mariel Harbor, Cuban government boats accompanied us. They stayed with us until we entered international waters. I'm not sure if the following two events were related, but it seemed to me that they might have been. Shortly after the Cuban boats left us, many people became seasick. When I recovered from the first touch of nausea, I realized that my grandfather was very ill. We could not feel his pulse. As we were attending Grandfather, I saw my brother become rigid and then begin to vomit. Fortunately one of the women on the boat happened to be a nurse. She and another woman who helped her, had their hands full trying to take care of everyone. The seasickness caused such a commotion on board the boat that it nearly turned over. The men worked hard to stabilize the boat. Father reminded us that there were no life jackets on the boat. They had been taken off by the Cuban government workers before we left Mariel. To add to our problems, the engine sputtered and ran out of gas. Shortly after the engine stopped, one of the children who had been ill when we started the trip, became worse and died. Three other children were seriously ill. We had been floating for about an hour when the United States Coast Guard found us. The men who boarded our boat looked like the pictures of the mercenaries I had seen in my reading book at school. I was surprised that these men took great care in evacuating the sick people and then gave the rest of us fruit to eat. Then they took us aboard their ship. My grandfather, brother, father and I were taken to the captain's quarters where we ate soup. All of us began to feel somewhat better.

"When we arrived in Key West, we were inteviewed and taken to a dining area. Since my brother and I had lost our shoes in Cuba, we had to go barefoot. We were given good food to eat and a place to rest. The next morning we had breakfast and then boarded a large airplane for a military camp in Pennsylvania.

"The weather at the camp was cold. My brother and I still had no shoes. At this camp we ate military fashion, out of a can. Even though the style of food was different, the food was good. We took showers and then were taken to a large building where we were asked a lot of questions such as our birthdate and grade in school. They took our pictures and fingerprints. We were given identification cards and meal tickets. My brother and I were given some shoes. The whole family was issued mattresses, sheets, pillows. We slept until daybreak the next day.

"That first day we did not realize that we would be learning a new way of life that was to become a habit for us for the next 40 days. Although the food at the camp was good, we had to wait in long lines. As I watched the Cubans inside the fenced area and the Americans on the outside, I realized that Cubans were different from North Americans. It was difficult for us to wait in long lines. We did not like to be restrained. Every day that passed at this camp seemed to be worse. Often the women fought and made life difficult for everyone. When we were given new clothing, some of these women would try to see who could get the most. There were a lot of prostitutes in the group. And there were also homosexuals. The prostitutes bothered me most because they liked to walk to the bathrooms without wearing any clothes.

"As my birthday approached, I began to miss my home and my country more and more. I constantly thought about my family in Cuba and about my school, the teachers and the students there. Each day that passed made my life at this cold regimented camp more unbearable. On the day of my birthday I really felt depressed. The day started off badly for me. For breakfast I was unable to eat because all the women crowded in front of me. Some of them got seconds before I was able to get anything. I became discouraged and completely fed up with life at this camp. With all that we had suffered since we decided to leave Cuba, here we were in this military prison and couldn't even get a plate of food for breakfast. In Cuba always on my birthday I received at least one small gift. All of the family, my grandparents, uncles and aunts, cousins and friends came over to celebrate. When I thought about all these people who were so close to me, I began to feel as though I would never be able to go on with life. Separated from all that was familiar to me and unable to go to school, I completely lost my temper and shouted at my mother. I called her some very bad names and blamed her for causing us to abandon our country. I believed it was her fault that we were in this mess. This was truly the saddest day of my life.

"As my birthday approached, I began to miss my home and my country more and more. I constantly thought about my family in Cuba and about my school, the teachers and the students there. Each day that passed made my life at this cold, regimented camp more unbearable."

"A few weeks later after a great deal of effort we were able to locate a sponsor, a Cuban doctor who had left the country years ago. He and his family lived in Michigan. They agreed to come and get us from the camp. It was a 12 hour trip from their home in Michigan to the camp in Pennsylvania. They came to pick us up in their motor home. None of us had ever seen such a vehicle. On the way back to Michigan the family told us all about their town, their home and their life in the United States. The children described some of the places they planned to take us. One place was especially interesting to my brother and me. It was a large park with many rides. They said that once we were in the park, we could go on each ride as many times as we wanted. All of the places they described sounded incredible to us. We wanted to know and to do everything. By coincidence, the day we left for Michigan was Independence Day, the Fourth of July. We saw a lot of fireworks that night as we drove along the highway to Michigan. I did not really understand what they meant, but I hoped that I would learn soon.

"When we arrived at our friends house in Michigan, my brother and I could hardly believe it was possible our friends lived in such a house. It had 6 bedrooms, 2 bathrooms, and a huge basement. It was located on 5 acres of land. There were many different kinds of animals that lived on the farmland around the house. My grandfather immediately decided that he would be in charge of taking care of the animals. My grandmother volunteered to take care of everything in the kitchen. My father got a job as a welder and my mother started to work in our doctor friend's office. Today my brother and I enroll in a new school where we will get to know students who speak another language and who will, I hope, in the not too distant future, become our new friends. **m/t**

1.2 THE EFFECTS OF POPULATION SHIFTS IN THE STATE OF FLORIDA ON THE EDUCATION OF LANGUAGE MINORITY STUDENTS

1.2.1 A Critical Situation: The Triple Threat

CRITICAL POINTS

This section discusses the social and economic forces which influence learning for limited English proficient (LEP) students. Overall, participants should come to develop an awareness of the many factors which influence academic participation and success for LEP students. They should also develop a sense of the importance of personnel preparation in understanding the needs of LEP students and developing the competencies necessary to meet those needs within the state of Florida.

- There is a difference between the terms "language minority" or "non-English background" (NELB) and "limited English proficient" (LEP). "Language minority" refers to students who come from a background where a language other than English is used for social communication within the home or community. The term "non-English background" also refers to the same population. It is a term used by many demographers and social science researchers. "Limited English proficient" refers to persons who are unable to effectively communicate in oral and written English. LEP students are a subset of language minority and non-English language background students. Sometimes people in all of these categories are erroneously referred to as "bilinguals". The term "bilingual" refers to language proficiency, and is not necessarily related to language background. "Limited English proficient" persons are always "language minority." "Language minority" persons are not necessarily LEP. **(1.2.1.T.1.A)**

- The terms "additive" and "subtractive" bilingualism can be introduced to explain the concept of bilingualism. As LEP students enter school, they begin to acquire English. Unless their non-English language is maintained, they begin to lose proficiency in it. This loss can be viewed as a subtractive process. If, on the other hand, the non-English language is maintained, then students begin to add English proficiency to their already established language skills, and additive bilingualism occurs. Students undergoing the subtractive process are at great risk of educational failure. They may lose proficiency in their non-English language before developing sufficient English proficiency to participate in classroom instruction. **(1.2.1.T.1.B)**

- Three circumstances pose a triple threat to academic achievement for language minority students: 1) poverty, 2) limited English proficiency, and 3) handicapping conditions. This triple threat is presented in **(1.2.1.T.1.C** and **1.2.1.T.2)**

- The growing numbers of multiethnic and immigrant students in Florida schools create a critical need for specialized instruction, school support, and social services. **(1.2.1.T.3)**

- In Florida, the growing numbers of immigrant groups such as Haitians, Nicaraguans, Salvadorans, Guatemalans, and other Caribbean and Central American as well as southeast Asian and European students may require specific and special support as a result of cultural and linguistic trauma (e.g., loss of home, family members) while living under war and/or repression prior to their flight to the United states, and while adjusting to a new life in the United States. **(1.2.1.T.3)**

- Adults who have not completed high school are defined as educationally disadvantaged **(Plisko, 1984).** Educationally disadvantaged adults are twice as likely to have incomes below the poverty level as those with high school credentials. **(1.2.1.T.4)**

- The issues encompassed in the process of educating, assimilating, and enfranchising LEPs are a matter of not only local concern but also of national security, social stability, and economic productivity.

- Given the heterogeneity of the LEP populations, professional collaboration skills must be developed so that school support personnel will be able to address student and family needs through transdisciplinary approaches including school-community collaborative networks. (These skills are discussed further in Module 5.)

ACTIVITIES

- Discuss with participants the conditions of additive and subtractive bilingualism. Some questions to consider might be: Have you ever known a student in an additive bilingual situation? What behaviors were significant? What was the academic progress of this student? Have you ever known a student in a subtractive bilingual situation? What behaviors were significant ? Comment on the academic progress of these students. How are these students similar? How are they different?**(1.2.1.T.1.B)**

- Ask participants to expand on the social/personal difficulties associated with poverty listed in **(1.2.1.T.2)** Questions for discussion could include: Are these difficulties associated only with minority persons? What is the cost to society?

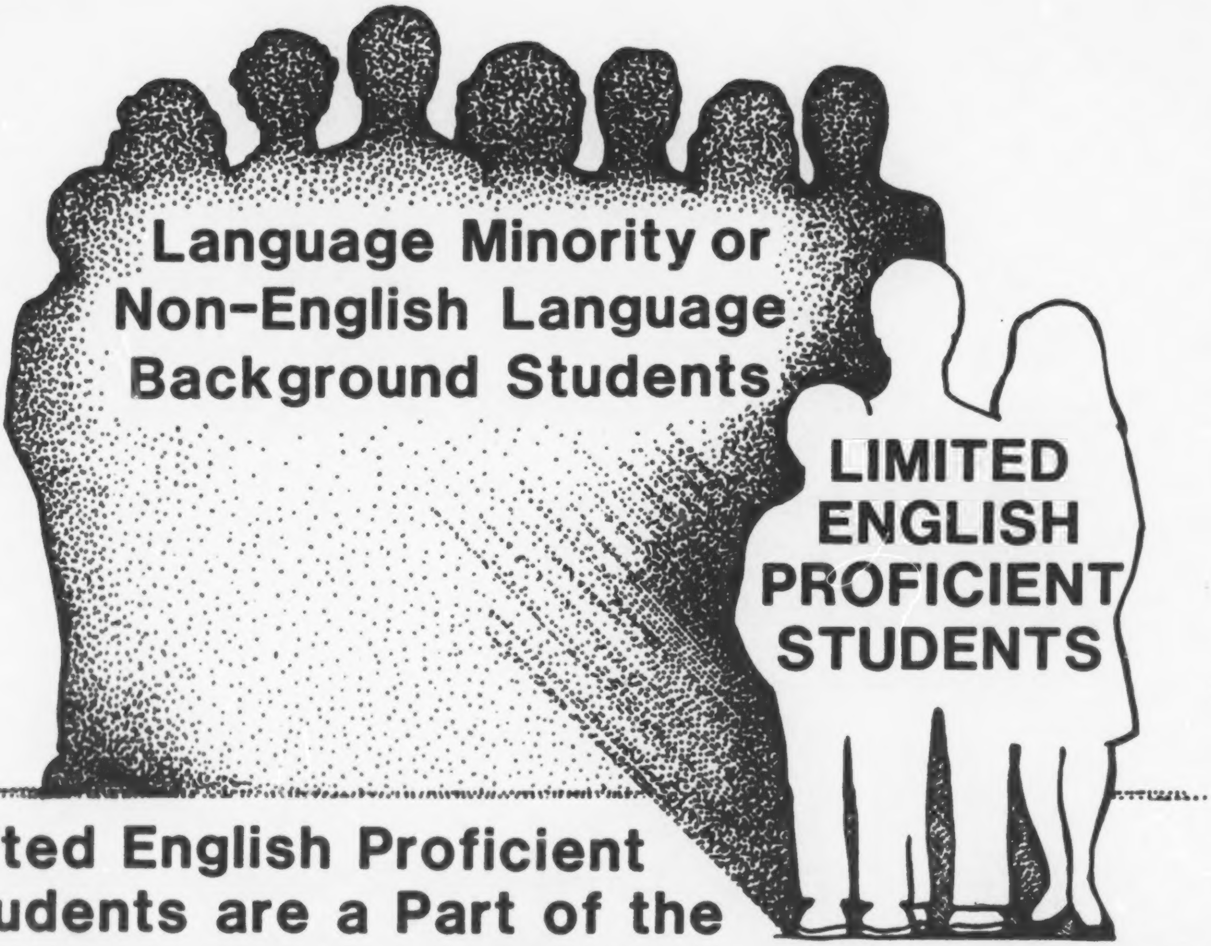
- Ask participants to expand on the educational needs of instructional, school support, and social service personnel **(1.2.1.T.3).** Develop a list of these needs and the possible difficulties that may be encountered in delivering services and instruction.

- Ask participants to expand on the educational problems that LEPs often face **(1.2.1.T.4).** With regard to the increasing non-English language background student population, ask the participants to list possible and actual consequences, both positive and negative, to public schools.
  - How are these similar and different for Haitian, Hispanic, and other NELB/LEP students?
  - How are they similar and different for Eastern European and Southeast Asian students?
  - What role does the receiving community of persons who speak the same language play?
  - How are these similar and different?
  - How are these perspectives influenced by the following:
    1. National and local media;
    2. Economic conditions at the time of arrival of the new immigrants; and
    3. Relations with the sending countries?
  - What other factors influence the acculturation process?

(Refer back to the two articles included here for additional ideas and suggestions.)

DEFINITION OF LANGUAGE TERMS

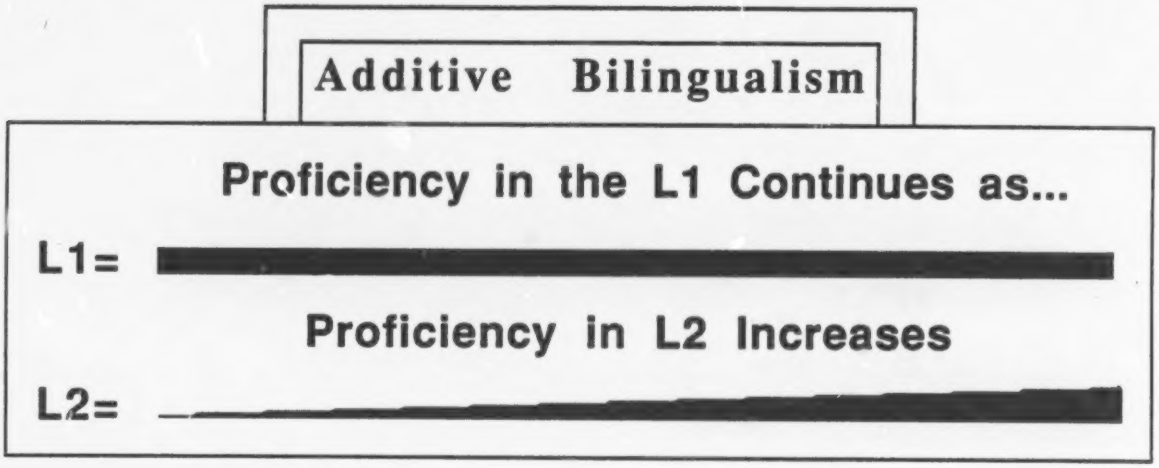
(1.2.1.T.1.A)


Language Minority or
Non-English Language
Background Students
LIMITED
ENGLISH
PROFICIENT
STUDENTS

Limited English Proficient Students are a Part of the Larger Group of Students who use another Language at Home or with their Families

ADDITIVE AND SUBTRACTIVE BILINGUALISM

(1.2.1.T.1.B)



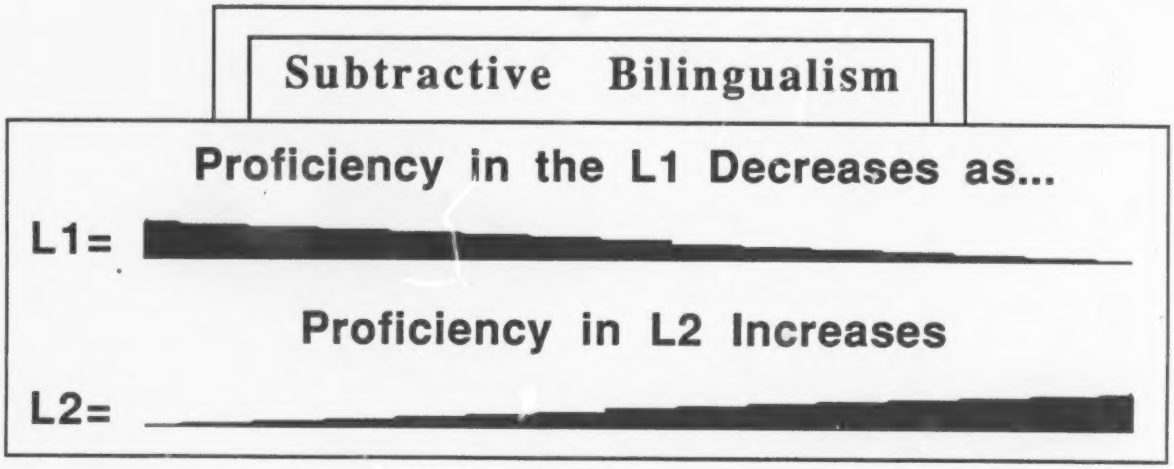
Additive Bilingualism

Proficiency in the L1 Continues as...

L1=

Proficiency in L2 Increases

L2=



Subtractive Bilingualism

Proficiency in the L1 Decreases as...

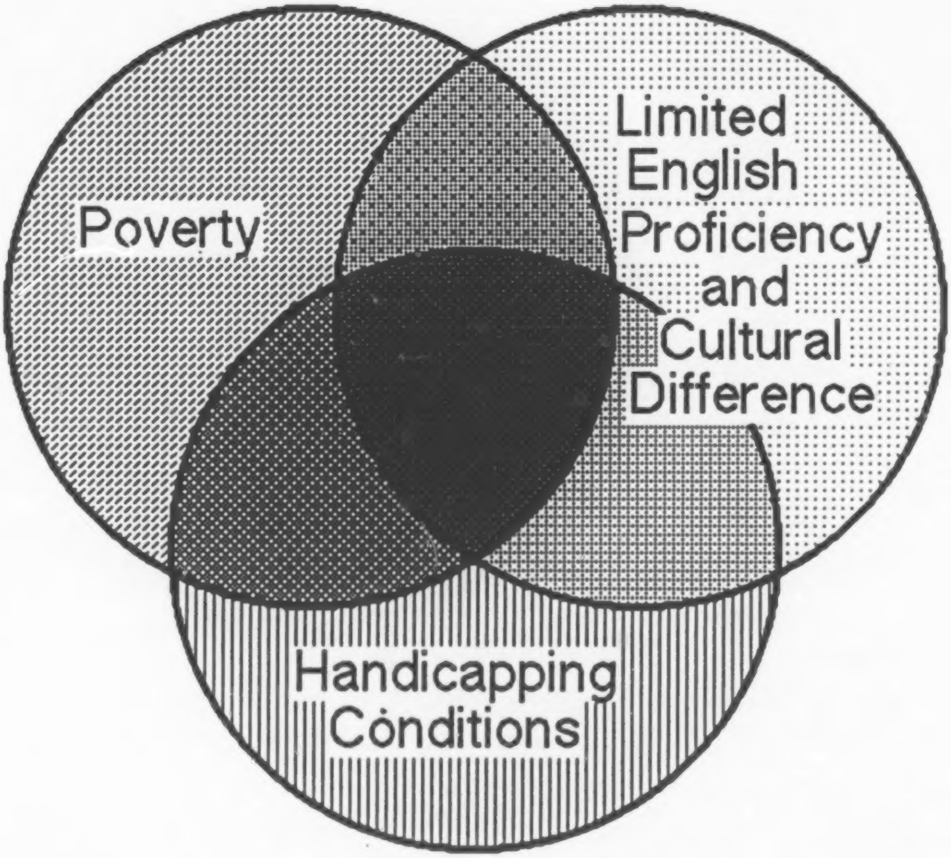
L1=

Proficiency in L2 Increases

L2=

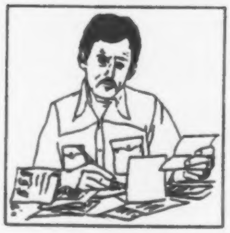
THE TRIPLE THREAT TO ACADEMIC ACHIEVEMENT FOR NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

(1.2.1.T.1.C)

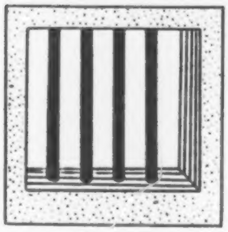

Poverty
Limited English Proficiency and Cultural Difference
Handicapping Conditions

SOCIAL AND PERSONAL DIFFICULTIES ASSOCIATED WITH POVERTY

(1.2.1.T.2)



COPING WITH UNEMPLOYMENT AND UNDEREMPLOYMENT



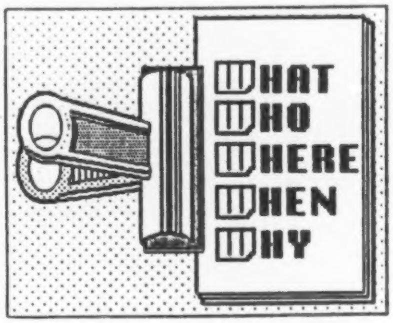
DELINQUENCY AND INCARCERATION

SUBSTANCE ABUSE

SUBSTANDARD HOUSING CONDITIONS AND OTHER COMMUNITY CONDITIONS

EDUCATING PERSONNEL INVOLVED WITH NON-ENGLISH LANGUAGE BACKGROUND POPULATIONS

(1.2.1.T.3)


WHAT
WHO
WHERE
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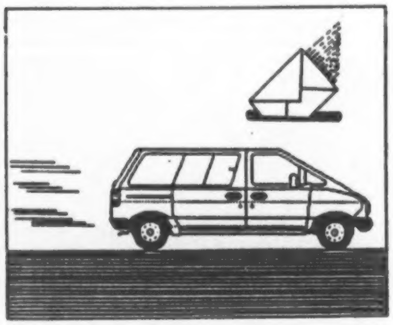
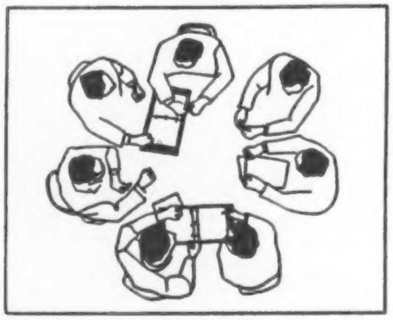
NEEDS IDENTIFICATION



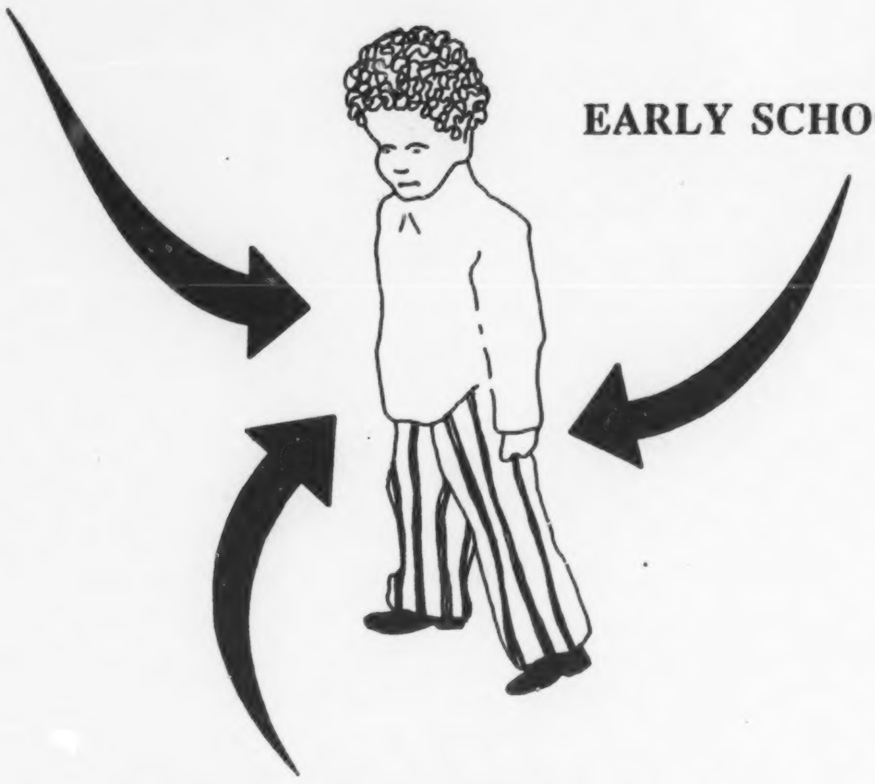
SERVICE DELIVERY



PROGRAM EVALUATION

EDUCATIONAL PROBLEMS OFTEN FACED BY NON-ENGLISH LANGUAGE BACKGROUND POPULATIONS

(1.2.1.T.4)



LOW ACHIEVEMENT

EARLY SCHOOL EXIT

LACK OF INTEGRATION
WITHIN THE SCHOOL SYSTEM

1.2 THE EFFECTS OF POPULATION SHIFTS IN THE STATE OF FLORIDA ON THE EDUCATION OF LANGUAGE MINORITY STUDENTS

1.2.2 State Demographic Data

CRITICAL POINTS

This section provides participants with information on specific demographic aspects of the LEP population in the state of Florida. The continued immigration and high birth rates typical of many immigrant groups from the Caribbean, Central America and Asia are also typical of Haitians within the state. To date, little is yet known about the presence of this group within the 67 school districts in the state. The number of Haitian students in Florida schools continues to grow, but no comprehensive plan has yet been developed by which to identify these students or to provide instruction relevant to their needs. The Haitian population represents at least 12% of the identified LEP population of the State of Florida **Florida Management Information Services, 1987** Both Hispanic and Haitian populations within Florida are sustaining rapid increases. Hispanic and Haitian students comprise 86% of Florida's non-English speaking students. In addition to Hispanics and Haitians, Florida has large and growing groups of other LEP students, primarily Asian and European **Florida Management Information Services, 1987**. Of Florida's 67 school districts, 60 have identified students who have limited proficiency in the English language.

- In **(1.2.2.T.1)** a list of Florida facts is presented.
- In **(1.2.2.T.2)** the five regions of the state are shown. These regions can be discussed with respect to the differences in population density for 1984 and 1988 by referring to Table 1 **(1.2.2.T.3.A)**, or by enthnicity, by referring to Table 2 **(1.2.2.T.3.B)** **Florida Management Information Services, 1989**.
- The state of Florida has the fourth largest population of NELB and LEP persons in the nation **Pilsko, 1984; Hodgkinson, 1988.**
- The majority of the LEP and NELB students in the U.S. and in Florida are Hispanic.
- Both nationally and within the state of Florida, Hispanics account for approximately 78% of the total LEP population.
- Hispanic and Haitian students comprise 86% of Florida's non-English speaking students.

- In addition to Hispanics and Haitians, Florida has large and growing groups of other LEP students, primarily Asian and European **Fradd & Brandenberg-Ayers, 1989.**

ACTIVITIES

Because an understanding of state demographic data is essential to the following sections, activities are postponed in this section and will be explained in the next sections.

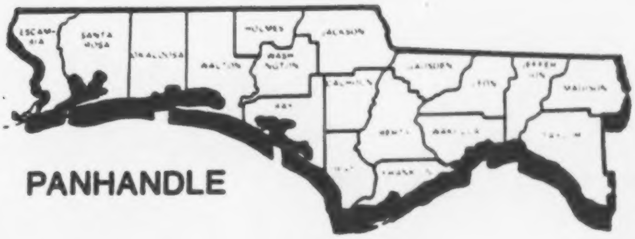
FLORIDA STATISTICS ON AT-RISK NON-ENGLISH LANGUAGE BACKGROUND STUDENTS

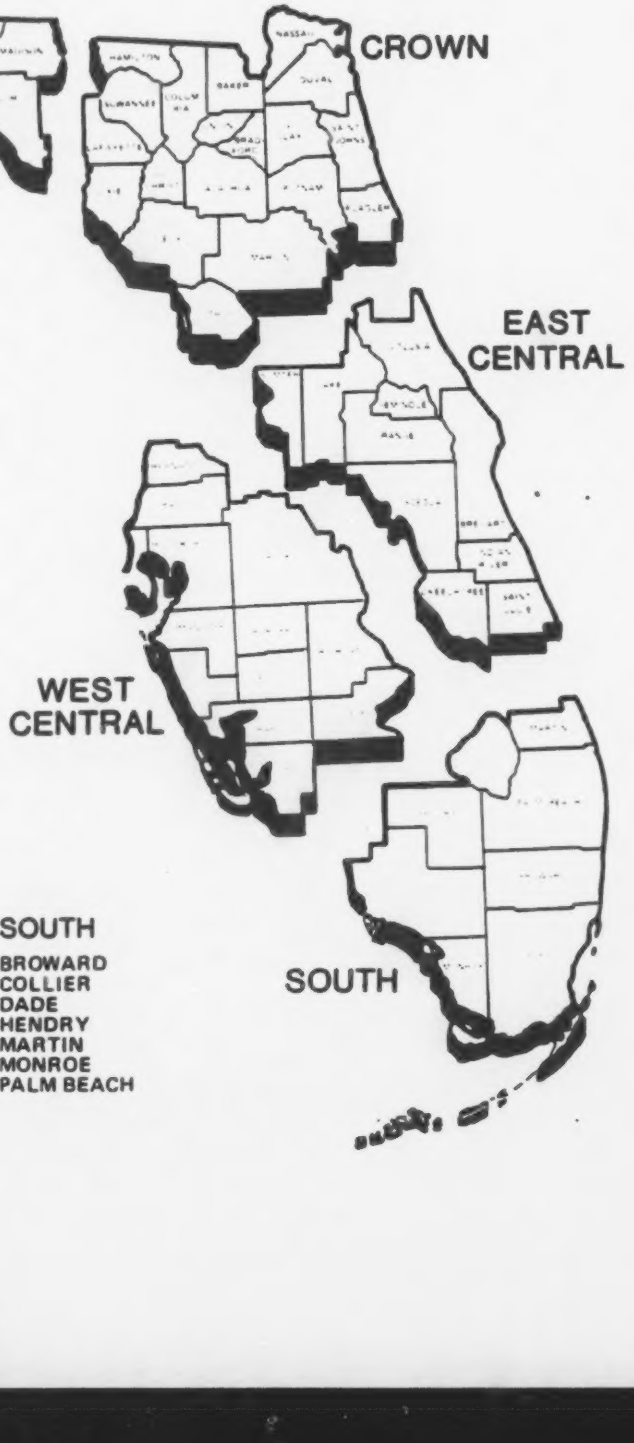
(1.2.2.T.1)

- **60 out of 67 districts have identified limited English proficient populations.**
- **Language minority students compose from 3% to 26% of the student populations within all five regions of the state.**
- **Recently the non-English language background and LEP populations have been migrating north from south Florida, extending their impact over the entire state. South Florida continues to be the area most strongly impacted.**
- **Miami has the third largest urban population of limited English proficient and language minority students in the nation. More than 43% of the Dade County public school student population is Hispanic. More than 20% is LEP.**
- **A total of 161,000 NELB students were enrolled, as of Fall 1985, in the public schools of the state of Florida.**
- **The Hispanic population within Florida is the most recently arrived and the most rapidly increasing.**

MAP OF FLORIDA SHOWING THE FIVE REGIONS

(1.2.2.T.2)





PANHANDLE

BAY
CALHOUN
ESCAMBIA
FRANKLIN
GADSDEN
GULF
HOLMES
JACKSON
JEFFERSON
LEON
LIBERTY
MADISON
OKALOOSA
SANTA ROSA
TAYLOR
WAKULLA
WALTON
WASHINGTON

CROWN

ALACHUA
BAKER
BRADFORD
CITRUS
CLAY
COLUMBIA
DIXIE
DUVAL
FLAGLER
GILCHRIST
HAMILTON
LAFAYETTE
LEVY
MARION
NASSAU
PUTMAN
ST. JOHNS
SUWANNEE
UNION

WEST CENTRAL

CHARLOTTE
DE SOTO
GLADES
HARDEE
HERNANDO
HIGHLANDS
HILLSBOROUGH
LEE
MANATEE
PASCO
PINELLAS
POLK
SARASOTA

EAST CENTRAL

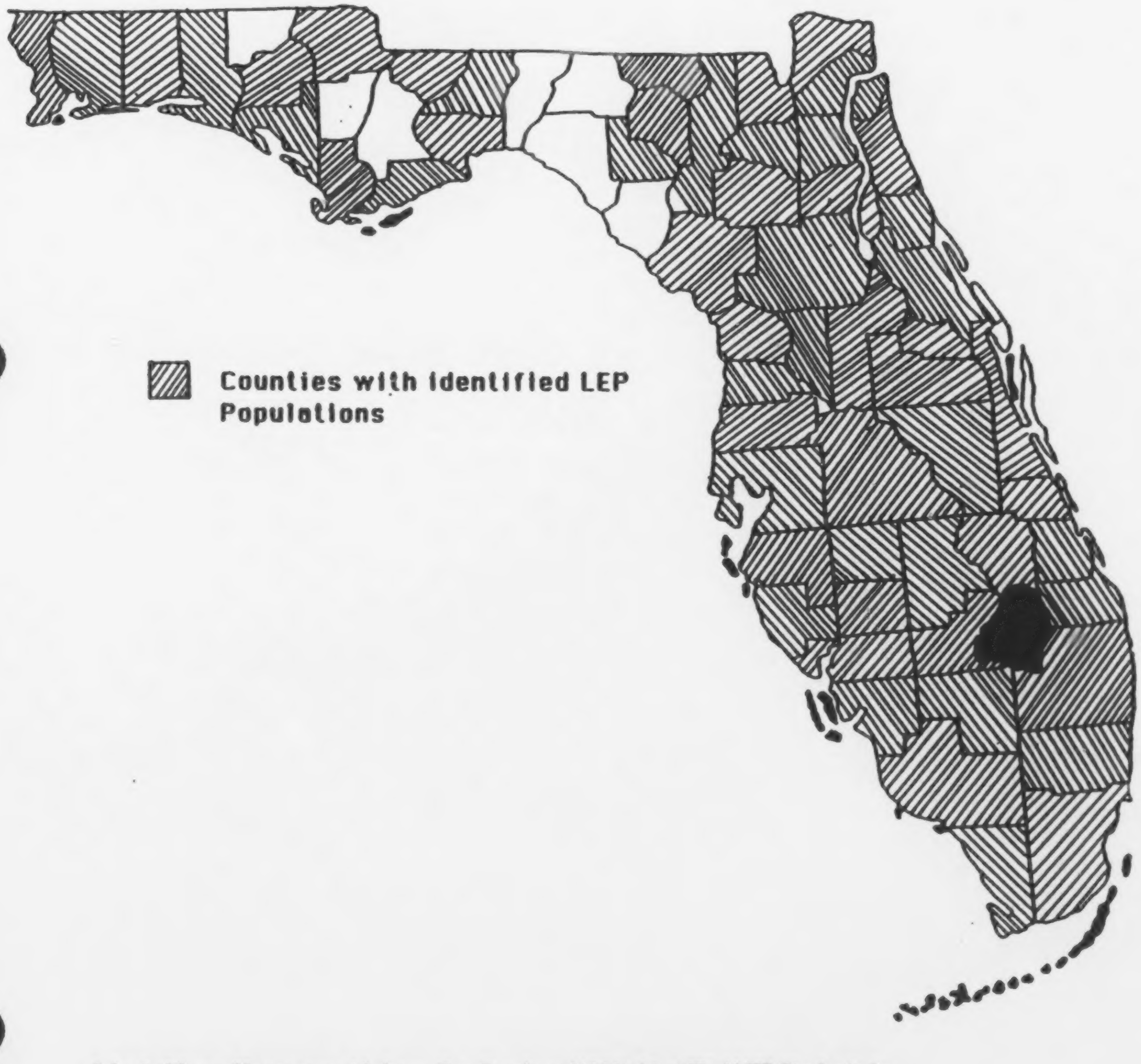
BREVARD
INDIAN RIVER
LAKE
OKEECHOBEE
ORANGE
OSCEOLA
ST. LUCIE
SEMINOLE
SUMTER
VOLUSIA

SOUTH

BROWARD
COLLIER
DADE
HENDRY
MARTIN
MONROE
PALM BEACH

MAP OF FLORIDA INDICATING THE 67 DISTRICTS AND THOSE 60 WITH LEP STUDENTS

(1.2.2.T.3)


▨ Counties with identified LEP Populations

Adapted from: Management Information Services (1988), Identified LEP Students in Schools, February, 1988. Tallahassee, Florida; Florida Department of Education, Division of Public Schools.

(1.2.2.H.1)

TABLE 1
RANKING OF MEMBERSHIP
FALL 1984 AND FALL 1988

REGION/ DISTRICT	PK-12 MEMBERSHIP FALL 1984	RANK	PK-12 MEMBERSHIP FALL 1988	RANK	NET CHANGE NUMBER	NET CHANGE RANK	NET CHANGE PERCENT	NET CHANGE RANK
PANHANDLE								
BAY	20,313	21	21,277	21	964	36	4.75	54
CALHOUN	1,977	60	2,163	59	186	53	9.41	39
ESCAMBIA	40,459	10	42,114	12	1,655	29	4.09	57
FRANKLIN	1,561	62	1,477	64	- 84	65	- 5.38	66
GADSDEN	8,146	34	8,681	35	535	41	6.57	52
GULF	2,241	57	2,278	58	37	58	1.65	58
HOLMES	3,229	53	3,219	53	- 10	62	- .31	62
JACKSON	7,563	38	7,518	40	- 45	64	- .60	63
JEFFERSON	2,097	59	2,121	60	24	59	1.14	59
LEON	22,944	17	25,726	17	2,782	19	12.13	28
LIBERTY	1,007	65	1,124	65	117	56	11.62	32
MADISON	3,162	54	3,179	54	17	60	.54	60
OKALOOSA	22,715	18	24,984	18	2,269	23	9.99	36
SANTA ROSA	12,319	26	14,108	27	1,789	27	14.52	20
TAYLOR	3,270	52	3,506	51	236	51	7.22	51
WAKULLA	2,527	55	2,967	56	440	45	17.41	12
WALTON	3,870	48	4,270	46	400	46	10.34	34
WASHINGTON	3,311	51	3,108	55	- 203	67	- 6.13	67
REGION TOTAL	162,711		173,820		11,109		6.83	
CROWN								
ALACHUA	22,536	19	24,422	20	1,886	26	8.37	45
BAKER	3,474	50	3,991	49	517	42	14.88	16
BRADFORD	4,136	46	4,017	48	- 119	66	- 2.88	65
CITRUS	9,215	31	10,459	34	1,244	31	13.50	23
CLAY	17,779	23	20,374	22	2,595	21	14.60	18
COLUMBIA	7,341	39	7,882	38	541	40	7.37	50
DIXIE	1,636	61	1,781	62	145	55	8.86	41
DUVAL	99,582	4	105,269	4	5,687	10	5.71	53
FLAGLER	2,204	58	3,352	52	1,148	33	52.09	1
GILCHRIST	1,524	63	1,713	63	189	52	12.40	27
HAMILTON	2,297	56	2,307	57	10	61	.44	61
LAFAYETTE	945	66	1,016	66	71	57	7.51	48
LEVY	4,194	45	4,583	45	389	47	9.28	40
MARION	24,157	16	27,235	15	3,078	17	12.74	25
NASSAU	7,426	37	8,236	37	812	37	10.93	33
PUTNAM	10,249	28	11,466	28	1,217	32	11.87	30
ST JOHNS	8,795	33	10,790	32	1,995	25	22.68	9
SUWANNEE	4,816	42	5,191	43	375	48	7.79	47
UNION	1,497	64	1,838	61	341	49	22.78	8
REGION TOTAL	233,803		255,924		22,121		9.46	
EAST CENTRAL								
BREVARD	45,521	9	51,583	9	6,062	8	13.32	24
INDIAN RIVER	9,595	30	10,718	33	1,123	34	11.70	31
LAKE	18,086	22	19,822	23	1,736	28	9.60	38
OKEECHOBEE	4,797	43	5,495	42	698	38	14.55	19
ORANGE	80,044	6	91,752	6	11,708	4	14.63	17
OSCEOLA	11,556	27	15,982	26	4,426	12	38.30	2
ST LUCIE	15,379	24	19,626	24	4,247	13	27.62	5
SEMINOLE	39,105	11	45,022	10	5,917	9	15.13	14
SUMTER	4,469	44	4,922	44	453	44	10.14	35
VOLUSIA	37,623	12	43,922	11	6,299	7	16.74	13
REGION TOTAL	266,175		308,844		42,669		16.03	
WEST CENTRAL								
CHARLOTTE	8,022	35	11,017	31	2,995	18	37.33	3
DESOTO	3,628	43	3,923	50	295	50	8.13	46
GLADES	850	67	835	67	- 15	63	- 1.76	64
HARDEE	3,910	47	4,087	47	177	54	4.53	55
HERNANDO	8,797	32	11,367	29	2,570	22	29.21	4
HIGHLANDS	7,399	38	8,458	36	1,059	35	14.31	21
HILLSBOROUGH	110,798	3	119,022	3	8,224	5	7.42	49
LEE	32,050	13	39,264	13	7,214	6	22.51	10
MANATEE	21,842	20	24,560	19	2,718	20	12.44	26
PASCO	27,467	14	31,619	14	4,152	14	15.12	15
PINELLAS	86,814	5	90,555	7	3,741	15	4.31	56
POLK	57,647	8	62,538	8	4,891	11	8.48	44
SARASOTA	24,710	15	26,853	16	2,143	24	8.67	42
REGION TOTAL	393,934		434,098		40,164		10.20	
SOUTH								
BROWARD	126,852	2	142,202	2	15,350	3	12.10	29
COLLIER	14,615	25	18,321	25	3,706	16	25.36	6
DADE	228,062	1	268,047	1	39,985	1	17.53	11
HENDRY	5,020	41	5,515	41	495	43	9.86	37
MARTIN	9,667	29	11,037	30	1,370	30	14.17	22
MONROE	7,083	40	7,689	39	606	39	8.56	43
PALM BEACH	76,185	7	95,433	5	19,248	2	25.26	7
REGION TOTAL	467,484		548,244		80,760		17.28	
STATE TOTAL	1,524,107		1,720,930		196,823		12.91	

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(1.2.2.H.2)

TABLE 2
STUDENT MEMBERSHIP, PK-12
NUMBER AND PERCENT BY RACIAL/ETHNIC CATEGORY
FALL 1988

REGION/ DISTRICT	WHITE NON-HISPANIC		BLACK NON-HISPANIC		HISPANIC		ASIAN/ PACIFIC ISLANDER		AM. INDIAN/ ALASKAN NATIVE		TOTAL MINORITY		TOTAL ALL RACES
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
PANHANDLE													
BAY	17,160	80.65	3,429	16.12	176	.83	462	2.17	50	.23	4,117	19.35	21,277
CALHOUN	1,758	81.28	392	18.12	6	.28	1	.05	6	.28	405	18.72	2,163
ESCAMBIA	28,042	66.59	12,713	30.19	175	.42	1,106	2.63	78	.19	14,072	33.41	42,114
FRANKLIN	1,198	81.11	274	18.55	1	.07	4	.27	0	.00	279	18.89	1,477
GADSDEN	1,103	12.71	7,409	85.35	153	1.76	16	.18	0	.00	7,578	87.29	8,681
GULF	1,731	75.99	537	23.57	2	.09	6	.26	2	.09	547	24.01	2,278
HOLMES	3,127	97.14	70	2.17	7	.22	15	.47	0	.00	92	2.86	3,219
JACKSON	5,055	67.24	2,439	32.44	6	.08	14	.19	4	.05	2,463	32.76	7,518
JEFFERSON	687	32.39	1,428	67.33	2	.09	4	.19	0	.00	1,434	67.61	2,121
LEON	16,120	62.66	9,123	35.46	193	.75	275	1.07	15	.06	9,606	37.34	25,726
LIBERTY	960	85.41	153	13.61	7	.62	4	.36	0	.00	164	14.59	1,124
MADISON	1,413	44.45	1,759	55.33	7	.22	0	.00	0	.00	1,766	55.55	3,179
OKALOOSA	20,708	82.89	3,115	12.47	446	1.79	675	2.70	40	.16	4,276	17.11	24,984
SANTA ROSA	13,034	92.39	791	5.61	82	.58	171	1.21	30	.21	1,074	7.61	14,108
TAYLOR	2,590	73.87	891	25.41	9	.26	9	.26	7	.20	916	26.13	3,506
WAKULLA	2,380	80.22	570	19.21	6	.20	11	.37	0	.00	587	19.78	2,967
WALTON	3,708	86.84	520	12.18	9	.21	27	.63	6	.14	562	13.16	4,270
WASHINGTON	2,380	76.58	692	22.27	14	.45	21	.68	1	.03	728	23.42	3,108
REGION TOTAL	123,154	70.85	46,305	26.64	1,301	.75	2,821	1.62	239	.14	50,666	29.15	173,820
CROWN													
ALACHUA	15,374	62.95	8,177	33.48	428	1.75	421	1.72	22	.09	9,048	37.05	24,422
BAKER	3,346	83.84	633	15.86	3	.08	7	.18	2	.05	645	16.16	3,991
BRADFORD	3,140	78.17	839	20.89	28	.70	9	.22	1	.02	877	21.83	4,017
CITRUS	9,800	93.70	483	4.62	97	.93	59	.56	20	.19	659	6.30	10,459
CLAY	18,468	90.64	1,329	6.52	221	1.08	338	1.66	18	.09	1,906	9.36	20,374
COLUMBIA	5,856	74.30	1,932	24.51	36	.46	40	.51	18	.23	2,026	25.70	7,882
DIXIE	1,594	89.50	181	10.16	1	.06	5	.28	0	.00	187	10.50	1,781
DUVAL	63,158	60.00	38,396	36.47	1,214	1.15	2,282	2.17	219	.21	42,111	40.00	105,269
FLAGLER	2,693	80.34	523	15.60	94	2.80	37	1.10	5	.15	659	19.66	3,352
GILCHRIST	1,608	93.75	95	5.55	10	.58	2	.12	0	.00	107	6.25	1,715
HAMILTON	1,154	50.02	1,098	47.59	53	2.30	1	.04	1	.04	1,153	49.98	2,307
LAFAYETTE	897	88.29	110	10.83	9	.89	0	.00	0	.00	119	11.71	1,016
LEVY	3,539	78.53	913	19.32	47	1.03	19	.41	5	.11	984	21.47	4,553
MARION	20,599	75.63	5,784	21.24	696	2.56	135	.50	21	.08	6,636	24.37	27,235
NASSAU	6,977	84.69	1,229	14.92	10	.12	12	.15	10	.12	1,261	15.31	8,238
PUTNAM	7,751	67.60	3,348	29.20	280	2.44	71	.62	16	.14	3,715	32.40	11,466
ST JOHNS	8,797	81.53	1,833	16.99	106	.38	41	.38	13	.12	1,993	18.47	10,790
SUWANNEE	4,090	78.79	1,071	20.63	26	.50	4	.08	0	.00	1,101	21.21	5,191
UNION	1,425	77.53	390	21.22	15	.82	8	.44	0	.00	413	22.47	1,838
REGION TOTAL	180,324	70.46	68,364	26.71	3,374	1.32	3,491	1.36	371	.14	75,600	29.54	255,924
EAST CENTRAL													
BREVARD	42,750	82.88	7,114	13.79	942	1.83	719	1.39	58	.11	8,833	17.12	51,583
INDIAN RIVER	8,379	78.18	1,962	18.31	290	2.71	71	.66	16	.15	2,339	21.82	10,718
LAKE	15,493	78.16	3,652	18.42	566	2.86	96	.48	15	.08	4,329	21.84	19,822
OKEECHOBEE	4,267	77.65	536	9.75	532	9.68	27	.49	133	2.42	1,228	22.35	5,495
ORANGE	58,386	64.29	22,945	25.01	7,634	8.32	2,064	2.25	123	.13	32,768	35.71	91,154
OSCEOLA	12,592	78.79	1,275	7.98	1,852	11.59	230	1.44	33	.21	3,390	21.21	15,982
ST LUCIE	12,427	63.32	6,505	33.14	548	2.79	129	.65	18	.09	7,199	36.68	19,626
SEMINOLE	35,889	79.71	6,038	13.41	2,175	4.83	872	1.94	48	.11	9,133	20.29	45,022
SUMTER	3,475	70.60	1,347	27.37	89	1.81	5	.12	5	.10	1,447	29.40	4,922
VOLUSIA	34,752	79.12	7,272	16.56	1,505	3.43	356	.81	37	.08	9,170	20.88	43,922
REGION TOTAL	229,010	74.15	58,646	18.99	16,133	5.22	4,569	1.48	486	.16	79,834	25.85	308,844
WEST CENTRAL													
CHARLOTTE	10,167	92.28	553	5.02	173	1.57	113	1.03	11	.10	850	7.72	11,017
DESOTO	2,606	66.43	1,003	25.57	288	7.34	26	.66	0	.00	1,317	33.57	3,923
GLADES	521	62.40	229	27.43	78	9.34	0	.00	7	.84	314	37.60	835
HARDEE	2,537	62.07	409	10.01	1,120	27.40	13	.32	8	.20	1,550	37.93	4,087
HERNANDO	10,101	88.86	920	8.09	251	2.21	79	.69	16	.14	1,266	11.14	11,367
HIGHLANDS	6,088	71.98	1,854	21.92	442	5.23	39	.46	35	.41	2,370	28.03	8,458
HILLSBOROUGH	79,492	66.79	25,133	21.12	12,113	10.18	1,822	1.53	462	.39	39,530	33.21	119,022
LEE	30,724	78.25	5,663	14.42	2,525	6.43	308	.78	44	.11	8,540	21.75	39,264
MANATEE	18,925	77.06	3,963	16.14	1,461	5.95	201	.82	10	.04	5,635	22.94	24,560
PASCO	29,040	91.84	1,263	3.99	1,008	3.19	255	.81	53	.17	2,579	8.16	31,619
PINELLAS	72,001	79.51	15,901	17.56	842	.93	1,747	1.93	64	.07	18,554	20.49	90,555
POLK	45,875	73.36	13,881	22.20	2,211	3.54	412	.66	159	.25	16,663	26.64	62,538
SARASOTA	23,058	85.87	2,997	11.16	549	2.04	241	.90	8	.03	3,795	14.13	26,853
REGION TOTAL	331,135	76.28	73,769	16.99	23,061	5.31	5,256	1.21	877	.20	102,963	23.72	434,098
SOUTH													
BROWARD	87,145	61.28	41,567	29.23	10,725	7.54	2,414	1.70	351	.25	55,057	38.72	142,202
COLLIER	12,808	69.91	1,571	8.57	3,762	20.53	89	.49	91	.50	5,513	30.09	18,321
DADE	56,687	21.15	89,280	33.31	118,946	44.38	3,047	1.14	87	.03	211,360	78.85	268,047
HENDRY	3,123	56.63	1,310	23.75	992	17.99	21	.38	69	1.25	2,392	43.37	5,515
MARTIN	8,876	80.42	1,482	13.43	582	5.27	97	.86	0	.00	2,161	19.58	11,037
MONROE	5,887	76.56	809	10.52	870	11.31	107	1.39	16	.21	1,802	23.44	7,689
PALM BEACH	59,820	62.68	25,206	26.41	8,910	9.34	1,298	1.36	199	.21	35,613	37.32	95,433
REGION TOTAL	234,346	42.74	161,225	29.41	144,787	26.41	7,073	1.29	813	.15	313,898	57.26	548,244
STATE TOTAL	1,097,969	63.80	408,309	23.73	188,656	10.96	23,210	1.35	2,786	.16	622,961	36.20	1,720,930
K-12 TOTAL	1,094,739	63.92	404,670	23.63	187,272	10.93	23,155	1.35	2,777	.16	617,874	36.08	1,712,613

1.2 THE EFFECTS OF POPULATION SHIFTS IN THE STATE OF FLORIDA ON THE EDUCATION OF LANGUAGE MINORITY STUDENTS

1.2.3 The Challenge to Florida's School System

CRITICAL POINTS

This section provides specific information on the limitations on services and special programs for at-risk and handicapped LEP and NELB students. Although Florida as a state is striving for educational excellence, the growing presence of students and families for whom English is a new and unknown language has not been seriously considered in developing educational policy or implementing educational programs which meet the needs of all students...**Florida Department of Education. (1987) A study of educational services for limited English proficient students: Policy recommendations. A Report to the Commissioner of Education and the Legislature. Tallahassee, Florida: Division of Public Schools.** Without uniform guidelines and practices for LEP and NELB students, these students are at greater risk of educational failure then they would be if effective programs and practices were available. Considering the triple threat they already face, handicapped and at-risk LEP and NELB students present a growing concern for many Florida school districts. The transparencies in this section identify specific limitations within the state system. These limitations are also present within the individual school districts.

- In **(1.2.3.T.1)** these limitations are identified; **(1.2.3.H.1)** is an accompanying handout that elaborates on the transparency. What is important to emphasize is that the system is made up of people. Until these people are aware and informed about the needs of LEP and NELB students, the system will not change. However, involving more NELB personnel in the educational process can facilitate change when these people are trained and empowered to contribute.

- In **(1.2.3.T.2) Singer, J.D. & Butler, J.A. (1987); Management Information Services (1987)** data are displayed showing the percentages of LEP students receiving special education services in comparison with the national and state data as a whole. Clearly there is a discrepancy. Only 3% of the LEPs, versus 11% to 12% of the total population, is receiving special education services. Part of this discrepancy may be attributed to poor record keeping and lack of appropriate referral and assessment practices. In addition, many school districts have an unwritten policy that emphasizes that no LEP students be considered for special educational services until they become English proficient. Research indicates that at least 2 years and as much as 7 years may be required for normal children to learn English. **(Collier, 1987; Cummins, J. 1984).** Some participants may perceive this information as an effort to over-identify students for special education. Care must be taken to address this concern even when it is not spoken. Appropriate services is the key, not specific placements or settings.

- In **(1.2.3.T.3) Singer, J.D. & Butler, J.A. (1987); Management Information Services (1987)** data compare percentages of special education students classified in the various instructional categories with the percentages of LEPs in each category. What is important to emphasize here is that overall only 3% of LEPs receive special education services, and half of these are in the category with the most limited services of speech and language. A strong case could be made that LEP students are not receiving equitable access to specialized services in the state of Florida. A handout **(1.2.3.H.2) Singer, J.D. & Butler, J.A. (1987); Management Information Services (1987)** combining data from both these transparencies is provided for participants.

- Even though these data were collected in 1986, the more recent data show similar trends in the state of Florida.

- Participants should be made aware that students who do not have access to comprehensible input are unable to learn or to be successful. Within a brief period of time, students who enter the school system as LEPs begin to lose their proficiency in their non-English language. If they do not gain proficiency in English then they are at great educational risk as shown in **(1.2.3.T.4).**

- Students who are culturally and linguistically different may appear to be handicapped, or may mask learning problems. Cultural differences and language barriers present many obstacles to identifying handicapped students. Specialized training is required for identifying handicapped LEP students. Even those students who have been identified by well trained personnel should be observed carefully and their instructional programs adjusted to provide maximum input and stimulation at their level of comprehension.

- The overlap between limited English proficiency and handicapping conditions can be visualized as the diagram **(1.2.3.T.5).** Many students may be accurately or inaccurately conceptualized as both or neither.

- The INFUSION symbol **(1.2.3.T.6)** illustrates the need to integrate training programs and educational competencies to meet LEP students' needs. The symbol can be viewed as a girl surrounded by a protective cover. The cover could also be the culture or the educational system that supports the learning and success of the girl. It could also be seen as a small letter "i" for the infusion process. The process brings together personnel and resources from different backgrounds to focus on the need for programs which address students' language and cultural differences as well as handicapping conditions. Since only a limited

> number of school personnel are bilingual and bicultural, personnel who are monolingual must also be integrated or infused into the educational process so that they also become competent to meet LEP students' needs. They are, after all, responsible for these students' needs.

There is a critical need for a comprehensive approach to the education for the at-risk LEP population in Florida. The confusion and lack of understanding of the educational needs of LEP students may exist in part because of the lack of appropriate means for identifying students' abilities and needs. A major challenge presented by the LEP student population is that school districts must find ways to retain these students long enough in the school system to be able to help them become proficient in English while they achieve academic mastery in all subject areas and become integrated into the social and economic systems. The identification and appropriate placement of the at-risk LEP students having difficulties in school is an area of major concern if students are to become English proficient and successful in learning.

A major difficulty that Florida has to overcome is the lack of uniform policy and procedures for identifying and placing LEPs in programs that meet their instructional needs. In the state of Florida, procedures for identifying the students' level of language proficiency vary from district to district **Florida Department of Education, Division of Public Schools, 1987.** In many situations, most of the languages represented are not spoken by personnel conducting the assessment and placement procedures **Baca, Fradd & Collier, 1990.**

The effective development of LEP students is hampered by evaluation conclusions that confuse language learning and language and cognitive development. Appropriate identification of educational services for Florida's rapidly growing LEP population requires the development of new and sophisticated skills for all school personnel. Research indicates that teachers, diagnosticians, and other support personnel must become skilled in their abilities to select and interpret standardized norm referenced assessment instruments and in the construction and use of informal assessment procedures **Algozzine, Christenson & Ysseldyke, 1982.** Professionals must be knowledgeable of the process of native language development and second language acquisition **Wilen & Sweeting, 1986.** Even multilingual school personnel are likely to encounter students who speak unfamiliar languages. Development of sophisticated skills in the training and use of interpreters for assessment, classroom instruction and family consultation is critical for school personnel. **(Wilen & Sweeting, 1986).** The ability for school and community support personnel to collaborate to meet student and family educational and social needs has become imperative **Hodgkinson, 1988; Fradd, et al, (in press).**

ACTIVITIES

- List the problems brought out in the critical points and in **(1.2.3.T.1)**. Discuss with participants the need for finding solutions to the issues brought out in this information.
- Have participants generate their own personal meaning from the INFUSION symbol. What other interpretation can be given to the different parts of the symbol, and the symbol as a whole?

DIFFICULTIES IN IDENTIFYING SPECIAL NEEDS LEP AND NELB STUDENTS

(1.2.3.T.1)

- LACK OF SPECIFIC UNIFORM POLICY AND GUIDELINES
- INADEQUATE IDENTIFICATION AND ASSESSMENT PROCEDURES
- LACK OF TRAINED PERSONNEL
- MISUNDERSTANDING
- FEAR OF LEGAL AND POLITICAL CONSEQUENCES OF INACCURATE IDENTIFICATION
- LACK OF RESOURCES, INCLUDING INSTRUCTIONAL SETTINGS AND SUPPORT
- LACK OF PERSONNEL TRAINING PROGRAMS

DIFFICULTIES IN IDENTIFYING SPECIAL NEEDS LEP AND NELB STUDENTS

(1.2.3.H.1)

- The lack of state adopted guidelines for establishing English proficiency
- Data collection through the use of self-report by families, some of whom fail to identify themselves during school registration due to lack of comprehension of instructions and forms, or fear of humiliation for not speaking the language, or fear of report to immigration authorities
- Inaccuracies that occur at the school level as a result of untrained personnel, and the lack of uniform reporting procedures and policies
- Difficulties or unwillingness in recognizing students for whom no programs exist
- Failure to discriminate cohorts of NELB and LEP students from other students, e.g., Haitian students reported as "black" ethnicity, or unreported Hispanic and non-Hispanic white populations

(1.2.3.T.2)

Comparison of *Limited English Proficient Students Receiving Special Education Services in Florida with National Special Education Incidence Data

In 1986, Percent of Total Population Classified as:

	NATIONALLY	STATE of FLORIDA	*LEP STUDENTS in FLORIDA
Total Receiving Special Education Services	10.97	10.59	3.10
Learning Disabled	4.73	4.16	0.94
Speech Impaired	2.86	3.47	1.60
Mentally Retarded	1.68	1.61	0.31
Emotionally Disturbed	0.95	1.05	0.12
Other Severely Impaired	0.75	0.31	0.08

(1.2.3.T.3)

Comparison of *Limited English Proficient Students Receiving Special Education Services in Florida with National Special Education Incidence Data

In 1986, Percent of Special Education Population Classified as:

	NATIONALLY	STATE of FLORIDA	*LEP STUDENTS in FLORIDA
Learning Disabled	43.1	39.2	30.4
Speech Impaired	26.1	32.8	51.7
Mentally Retarded	15.3	15.2	10.7
Emotionally Disturbed	8.7	9.9	4.1
Other Severely Impaired	6.8	2.9	3.1
Total Classified	100.0	100.0	100.0

(1.2.3.H.2)

Comparison of *Limited English Proficient Students Receiving Special Education Services in Florida with National Special Education Incidence Data

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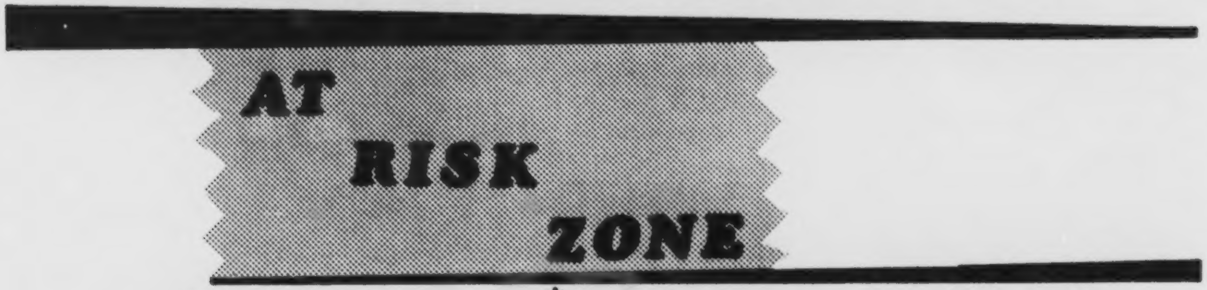
Other Severely Impaired	6.8	2.9	3.1
Total Classified	100.0	100.0	100.0

Source: Singer, J.D. & Butler, J.A. (1987). The education for all handicapped children act: Schools as agents of social reform. Harvard Educational Review, 57, (2), 125-152; Management Information Services. (1987). Limited English proficiency students in membership in exceptional student education programs, fall 1986. Tallahassee, Florida: Florida Department of Education, Division of Public Schools; Management Information Services (1987). Students in membership in exceptional student education programs, fall, 1986. Tallahassee, Florida: Florida Department of Special Education, Division of Public Schools.

AT RISK FACTOR FOR LIMITED ENGLISH PROFICIENT STUDENTS

(1.2.3.T.4)

Proficiency in *L1 Decreases as . . .



Proficiency in *L2 Increases Slowly

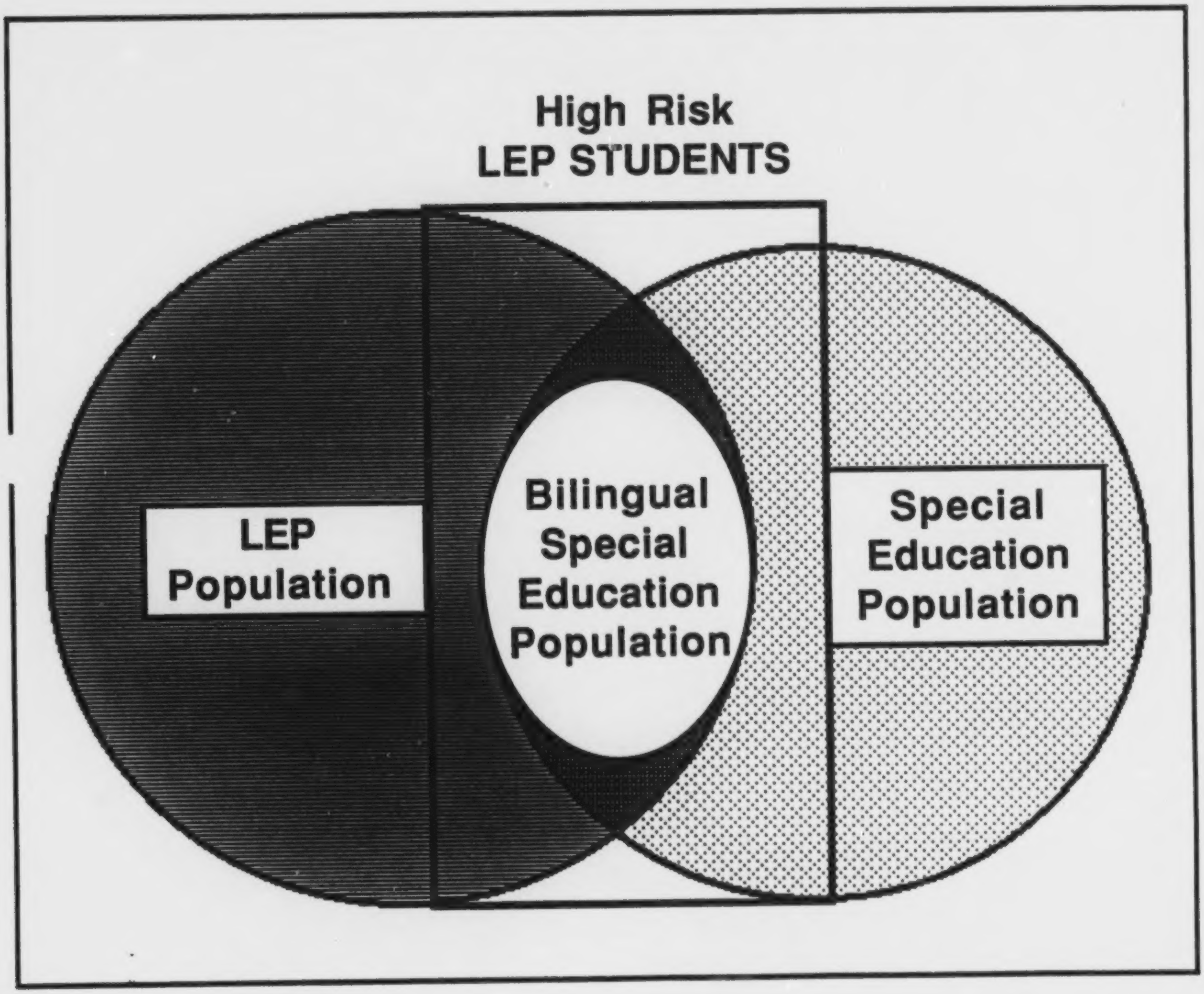
LIMITED ENGLISH PROFICIENT STUDENTS ARE HIGHLY AT RISK WHEN L2 FAILS TO DEVELOP AS L1 DECREASES

*L1 = Non-English Language

*L2 = English

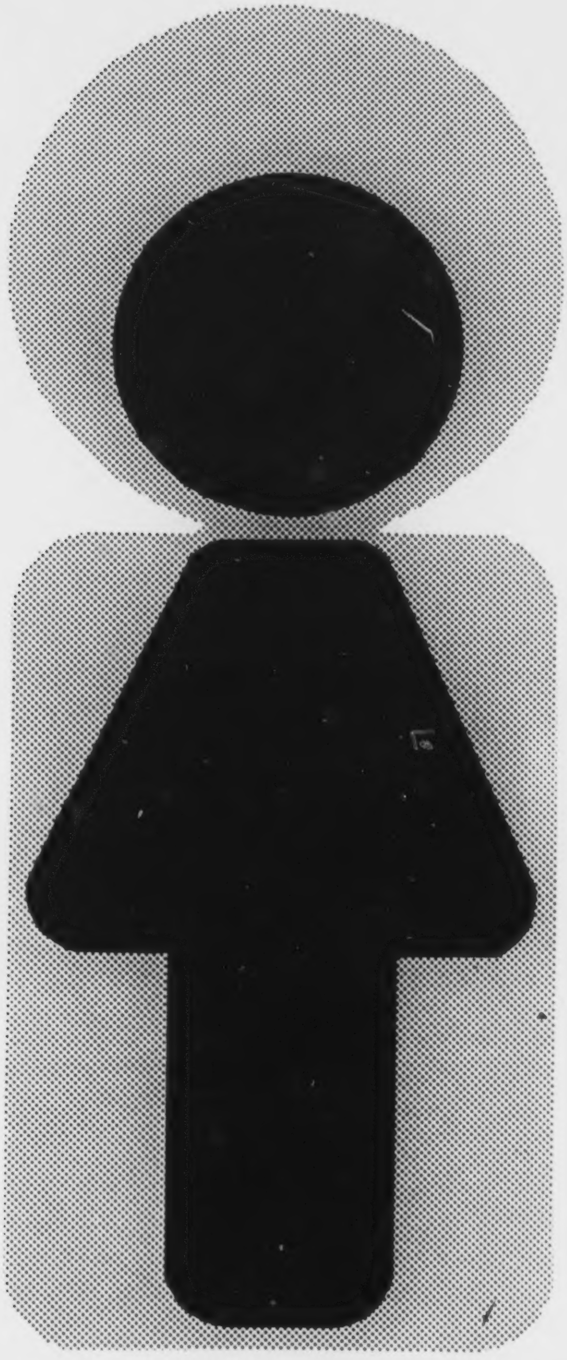
THE BILINGUAL SPECIAL EDUCATION OVERLAP

(1.2.3.T.5)


High Risk
LEP STUDENTS
LEP Population
Bilingual Special Education Population
Special Education Population

THE INFUSION LOGO

(1.2.3.T.6)



1.3 LAW, LITIGATION, AND EXECUTIVE ORDERS

1.3.1 Development of Policy Across the Decades

CRITICAL POINTS

Many people are unaware of the impact of historical precedents on everyday educational practices. This section is intended to provide audiences with an overview of the policy changes which have occurred across time and an understanding of how these changes impact on everyday practices in the eduction of LEP students. These changes were brought about through the interaction of legislation, litigation, and executive orders within federal, state, and local arenas. This section traces the developments within three areas—civil rights efforts, efforts on behalf of handicapped persons, and efforts on behalf of limited English proficient students. These events and changes did not occur singly or as the result of the actions of one person or one group of persons. They occurred because of a general belief in participatory democracy and what has been viewed by many persons as one of the greatest experiments in self-government which the world has ever seen. The overarching goal of this section is to promote a perspective of national self-government which not only provides for the rights of citizenship and self-determination, but also fosters a set of beliefs established to protect all of the nation's inhabitants. These self-governing efforts have the tendency of drawing people into the mainstream of the society and transforming them into active participants rather than passive observers. In order for active participation to continue to occur, the citizenry must be literate and informed. Thus, the need for this section of the module, and, for all the modules in their entirety.

- In order for participants to fully understand the interactive process of policy formation and implementation, it is important for them to be able to define and understand the three branches of government. These are depicted in **(1.3.1.T.1.A-C)** through the use of the three circles. As each circle is placed on the overhead, discuss the body of government which it represents. Draw parallels and make contrasts among each of the branches of government at the federal, state, and local level. Discuss how at various times these branches have exercised different levels of power and control **Fradd, S.H. & Vega, J.E. (1987). Legal considerations. In S.H. Fradd & W.J. Tikunoff (Eds.). Bilingual education and bilingual special education: A guide for administrators. Boston: Little, Brown.**
- **(1.3.1.T.2)** shows how ideally these branches work together to develop and implement policy. Each overlaps with the others to form the workings of government.

- In **(1.3.1.T.3 A-C).** the three political arenas on which bilingual/ESOL special education policy have been formed are discussed. These include the areas of Civil Rights, Bilingual/ESOL Education, and Education for the Handicapped. Policy as it is used here, refers to all enactments and legal decisions, including efforts in all three branches of government **Fradd, S.H. & Vega, J.E. (1987). Legal considerations. In S.H. Fradd & W.J. Tikunoff (Eds.). Bilingual education and bilingual special education: A guide for administrators. Boston: Little, Brown.** Efforts in each of these areas are discussed by branch. Before this discussion occurs, it may be helpful to examine the policy changes by decade.

- During each decade, policy and procedures have been established which form the foundation for future litigation, legislation, and executive orders, although not all the branches were equally active in each decade. **(1.3.1.T.4)** provides a framework upon which to examine policy changes across decades, beginning with the 1950s. These changes are highlighted along with major events and outcomes.

ACTIVITIES

- Encourage participants to discuss their understanding of the three branches of government. They will probably see these as an abstract civics lesson that they had many years ago. Encourage them to think about specific events that have occurred or are occurring now that move their thinking from the abstract to current reality in terms of meeting the needs of LEP students. To do this, they may want to think about U.S. and world events such as the pro-choice movements or other contemporary political efforts. It is good to bring in clippings from recent newspapers to illustrate these efforts. Newspaper editorials can also provide interesting perspectives.

- Have participants think about each decade and have them list the major events and trends which they recall. List these on an overhead. Then compare this information with the information which is already prepared.

THE LEGISLATIVE BRANCH OF GOVERNMENT

(1.3.1.T.1.A)

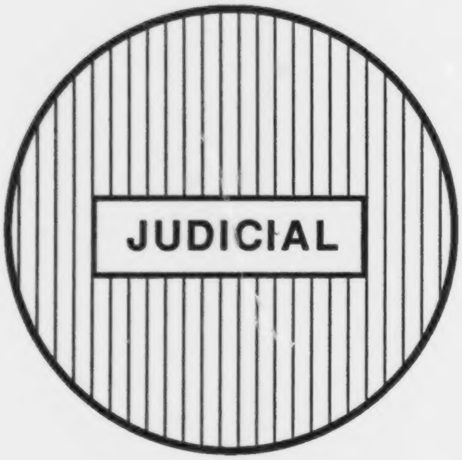
LEGISLATIVE

THE EXECUTIVE BRANCH OF GOVERNMENT

(1.3.1.T.1.B)

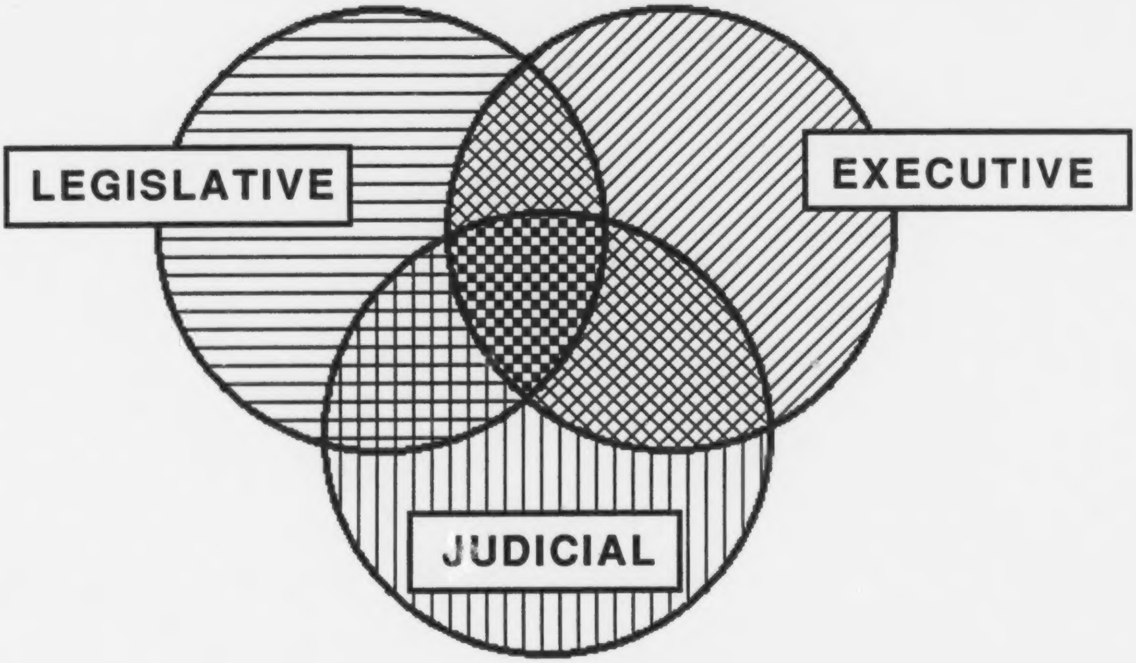
THE JUDICIAL BRANCH OF GOVERNMENT

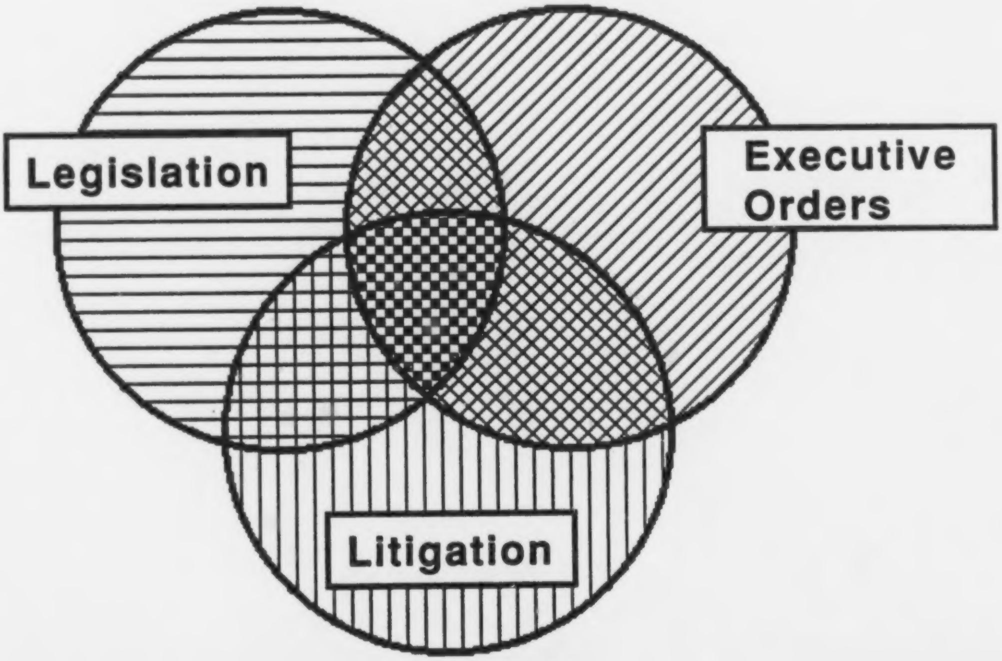
(1.3.1.T.1.C)



DEVELOPMENT OF POLICY THROUGH THE INTERACTION OF THE THREE BRANCHES OF GOVERNMENT

(1.3.1.T.2)


LEGISLATIVE
EXECUTIVE
JUDICIAL


Legislation
Executive Orders
Litigation

THE FIRST OF THREE ARENAS OF POLITICAL ACTIVITY: CIVIL RIGHTS

(1.3.1.T.3.A)

CIVIL RIGHTS

THE SECOND OF THREE ARENAS OF POLITICAL ACTIVITY: BILINGUAL/ESOL EDUCATION

(1.3.1.T.3.B)

BILINGUAL/ESOL
EDUCATION

THE THIRD OF THREE ARENAS OF POLITICAL ACTIVITY: SPECIAL EDUCATION

(1.3.1.T.3.C)

SPECIAL
EDUCATION

DECADES OF CHANGES

(1.3.1.T.4)

1950s

"The Struggle for Equal Opportunity:
States Vs. Federal Authority"

SEPARATE IS NOT EQUAL

Brown v. Board of Education of Topeka

1960s

"Civil Rights Battleground"

CHILDREN WHO DO NOT SPEAK ENGLISH HAVE RIGHTS, TOO, AND CAN RECEIVE INSTRUCTION IN OTHER LANGUAGES

CIVIL RIGHTS ACT OF 1964;
ESEA LEGISLATION 1968 (TITLE VII)

1970S

"Monitoring for Compliance"

HANDICAPPED CHILDREN HAVE RIGHTS TO A FREE APPROPRIATE EDUCATION; CHILDREN MUST BE APPROPRIATELY ASSESSED

PL. 94-142

1980s

'Research on Effective Schools"

EFFECTIVE OUTCOMES ARE EXPECTED

1990s

"Implementation of Effective Programs"

COLLABORATION BETWEEN PROFESSIONS IS NEEDED

1.3 LAW, LITIGATION, AND EXECUTIVE ORDERS SHAPE PRACTICE

1.3.2 Changes in Practice Across Decades

CRITICAL POINTS

Within each of the branches of government specific milestones of policy formation have occurred across the decades. Events occurring within each of the branches are discussed separately. This information is presented in a set of three transparencies, **(1.3.2.T.1-3)** and summarized on one handout, **(1.3.2.H.1)**.

- In **(1.3.2.T.1 A-B) (Legislation)** the important efforts were the enactment of the Elementary and Secondary Education Act (ESEA) legislation in 1965-68. Title VII of ESEA addressed the education of students who were not proficient in English. Reauthorizations of this enactment, even though they have different titles and numbers, are still referred to as Title VII. The passage of Public Law 94-142 in 1975 was important in providing access for all students to be educated. The critical aspects of this legislation with respect to LEP students are the establishment of collaborative structures for determining and addressing students' needs, assessment using students' native language, and parent participation. The specific sections of PL 94-142 which are related to bilingual special education are contained in module **5.1.6.** The information in this section of Module 5 should be integrated with the information contained within this section of Module 1 in a presentation on the Law. In bilingual legislation, the efforts for addressing the needs of language minority students have changed across time. Initially, bilingual legislation was part of the poverty package of Johnson's Great Society legislation. During the 1970s program requirements and expectations were increased. Instructional emphasis was on oral proficiency initially, changed to academic achievement in the mid 1970s. Students were referred to as limited English speaking ability (LESA) until the academic definition of language proficiency was included and students were considered limited English proficient (LEP). Perspectives of the potential contributions of language minority students where highlighted in the 1980s legislation where two-way Developmental Programs were initiated. The 1980s legislation also initiated a variety of programs which differed from the traditional Transitional Bilingual programs. Included in this new group of programs were Special Populations programs for preschool, handicapped, and gifted students. Special alternative programs were funded for school districts with a diversity of language groups. English Family Literacy programs were funded to promote literacy in English while encouraging parents to become trained in citizenship and in understanding the culture and the practices of the school. The overall legislation is presented in **(1.3.2.T.1.A)** and a listing of the most recent bilingual legislation is presented in **(1.3.2.T.1.B)**.

- In **(1.3.2.T.2) (Executive orders)** the important information to be emphasized is that executive orders, in effect, implement and interpret the legislation. The way that the executive branch organizes activities, establishes deadlines, and sets priorities greatly affects the impact of legislation. Participants should be aware of the Federal Register as a source of information about procedural changes and program requirements. Requests for proposals for new grants are found in the Federal Register. During the early 1970s the Office of Civil Rights was active in implementing executive policy with respect to language minority students. An example of this effort is found in the May 1970 Memorandum.

- In **(1.3.2.T.3)** an overview of litigation is presented. The most important part is the continuous affirmation that all students have the right to access the educational systems in which they live (Mills). Federal executive orders do not have precedence over states rights. Immigration law does not have precedence over educational needs; schools are not expected to enforce immigration law (Plyler v. Doe). Schools are expected to provide programs which meet students needs (U. S. v. Texas). Equal is not necessarily equal. If students, because of differences in language and culture do not understand and participate in instruction that might be appropriate for their age peers, then that program is not appropriate (Lau v. Nichols). School systems are expected to provide programs, train personnel and monitor outcomes so that all students are able to achieve success (Jose P.). A general overview of litigation is presented in **(1.3.2.T.3.A),** a three-pronged test of program requirements for the education of LEP students (Castaneda v. Pickard) is presented in **(1.3.2.T.3.B),** and the characteristics of effective program implementation (Keyes v. Denver) are presented in **(1.3.2.T.3 C).**

- This information is summarized in **(1.3.2.H.1).**

- The overall outcome of federal efforts (including legislation, litigation, and executive orders) on programs for LEP students is presented in **(1.3.2.T.4).** The important point to be made here is that the federal government impacts on educational outcomes in many ways. The degree of effectiveness of these interventions is related to the general level of commitment and leadership to meeting the needs of these students.

ACTIVITY

- Participants will be able to comprehend the information presented here better if they are able to relate it to their own understanding of law, litigation and executive orders. This will be enhanced by the presenter's ability to relate the information to current events. It can also be enhanced by having the participants trace the development of bilingual legislation, special education legislation, and civil rights legislation. Then do the same thing for litigation. What is important to emphasize is that these changes have come about as the result of changes in national perception and the citizens' perception of the value and importance of education in enabling diverse groups to become contributing members of society..

SUMMARY OF LEGISLATION, EXECUTIVE ORDERS, AND LITIGATION

(1.3.2.H.1)

LEGISLATION

BE/ESOL	CIVIL RIGHTS	ESE
ESEA 1968	Civil Rights Act 1964	Public Law 94-142
Bilingual Education Act 1984	Equal Educational Opportunity Act 1984	Public Law 99-457

PRECEDENTS ESTABLISHED

- All students have the right to equal protection under the law, including opportunities for education.
- The Federal government will *supplement*, not *supplant* local and state efforts.
- Use of non-English (NE) is appropriate in developing English proficiency and academic skills.
- NE must be used in assessment.
- Handicapped and at-risk students should not wait until school age to begin interventions and education.

EXECUTIVE ORDERS

BE/ESOL	CIVIL RIGHTS	ESE
Federal Register 1980	May 1970 Memorandum	Current Federal Registers
Current Federal Registers	Lau Remedies	

PRECEDENTS ESTABLISHED

- Efforts to force states to comply with the Office of Civil Rights lead to resistance and eventual withdrawal of major national efforts.
- States rights have been affirmed.
- There has been a slow effort at the federal level to establish effective programs.

LITIGATION

BE/ESOL	CIVIL RIGHTS	ESE
Lau 1974	Brown 1954	Diana 1970
Plyler v. Doe 1980	N.W. Arctic 1978	P.A.R.C & Mills 1970
Keyes v. Denver and Castañeda v. Pickard 1981		José P. 1976 – current date

PRECEDENTS ESTABLISHED

- Affirmed equal protection under the law.
- Affirmed school systems' authority in educational decisions.
- Affirmed that appropriate decisions must be demonstrated by effective outcomes.

LEGISLATION

(1.3.2.T.1.A)

BE/ESOL	CIVIL RIGHTS	ESE
•Elementary and Secondary Education Act 1968 •Bilingual Education Act 1984	•Civil Rights Act 1964 •Equal Educational Opportunity 1984	•PL 94-142 •PL 99-457

PRECEDENTS ESTABLISHED

- All students have the right to equal protection under the law, including opportunities for education;
- Federal government will *supplement*, not *supplant*, local and state efforts;
- Use of non-English is appropriate in developing English proficiency and academic skills;
- Non-English must be used in assessment;
- Handicapped and at-risk students should not wait until school age to begin interventions and education.

PROGRAMS FUNDED BY FEDERAL BILINGUAL EDUCATION LEGISLATION

(1.3.2.T.1.B)

TRANSITIONAL BILINGUAL EDUCATION

SPECIAL ALTERNATIVE INSTRUCTION

DEVELOPMENTAL BILINGUAL INSTRUCTION

PROGRAMS OF ACADEMIC EXCELLENCE

FAMILY ENGLISH LITERACY

SPECIAL POPULATIONS PROGRAMS

EXECUTIVE ORDERS

(1.3.2.T.2)

BE/ESOL	CIVIL RIGHTS	ESE
•Federal Register 1980, and current Federal Registers	•May 1970 Memorandum •Lau Remedies	•Current Federal Registers

PRECEDENTS ESTABLISHED

- Efforts to force states to comply with the Office of Civil Rights lead to resistance and eventual withdrawal of major national efforts;
- States rights have been affirmed;
- There has been a slow effort at the federal level to establish effective programs.

LITIGATION
(1.3.2.T.3.A)

BE/ESOL	CIVIL RIGHTS	ESE
•Lau 1974 •Plyler v. Doe 1980 •Keyes v. Denver •Castañeda v. Pickard	•Brown 1954 •N.W. Arctic 1978	•Diana 1970 •Park & Mills, 1970 •José P., 1976-current date

PRECEDENTS ESTABLISHED

- Affirmed equal protection under the law
- Affirmed school systems' authority in educational decisions;
- Affirmed that appropriate decisions must be demonstrated by effective outcomes.

PROGRAM REQUIREMENTS FOR THE EFFECTIVE EDUCATION OF LEP STUDENTS

(1.3.2.T.3.B)

- SOUND INSTRUCTIONAL PROGRAMS BASED ON EDUCATIONAL THEORY AND RESEARCH

- EFFECTIVE PROGRAM IMPLEMENTATION

- RESULTS DEMONSTRATING THE SOUNDNESS AND THOROUGHNESS OF THE PROGRAM'S IMPLEMENTATION THROUGH EFFECTIVE OUTCOMES

CHARACTERISTICS OF EFFECTIVE PROGRAM IMPLEMENTATION

(1.3.2.T.3.C)

- SUFFICIENT RESOURCES:
  - * TEXTS AND SUPPORT SUPPLIES
  - * NATIVE LANGUAGE SUPPORT
  - * ADEQUATE INSTRUCTIONAL FACILITIES

- INTEGRATED PROGRAMS:
  - * PROCEDURES LINKING INSTRUCTION OF LEP STUDENTS TO INSTRUCTION OF ALL THE STUDENTS IN THE SCHOOL AND DISTRICT
  - * PLANNED ARTICULATION BETWEEN ALL PERSONNEL INVOLVED IN THE INSTRUCTIONAL PROCESS

- TRAINED PERSONNEL:
  - * CERTIFIED TEACHERS
  - * QUALIFIED AND TRAINED SUPPORT PERSONNEL
  - * KNOWLEDGEABLE ADMINISTRATORS

THE IMPACT OF FEDERAL FUNDS ON THE EDUCATION OF LIMITED ENGLISH PROFICIENT STUDENTS

(1.3.2.T.4)

- RESEARCH AND EVALUATION
- DEVELOPMENT OF PROTOTYPICAL PROGRAMS AND MATERIALS
- TECHNICAL ASSISTANCE AND SUPPORT TO HIGHLY IMPACTED SCHOOL DISTRICTS
- PERSONNEL PREPARATION AND TRAINING

1.3 LAW, LITIGATION, AND EXECUTIVE ORDERS

1.3.3 Changes in Perspectives

CRITICAL POINTS

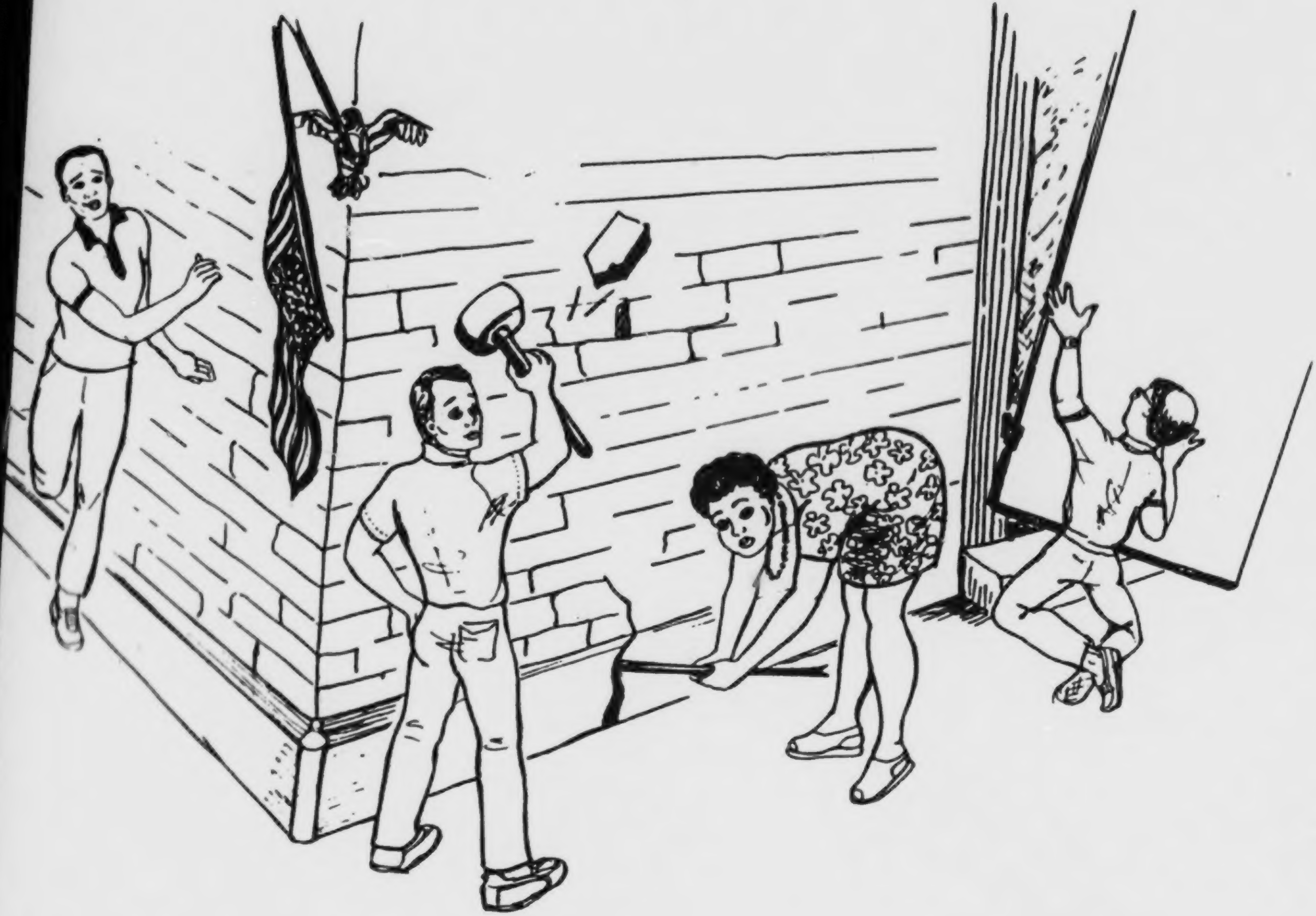
There has been a great deal of resistance to providing programs which are responsive to the needs of culturally and linguistically diverse students. Much of this resistance has occurred because of a perception of the need for separation of federal and state governments, or states rights. The belief in the basic rights of each of the fifty states has been a cultural value established and upheld since the founding of the nation. It has also resulted, in part, from a fear of the unknown, and resistance to change. The pictures included in this section are designed to elicit discussion about changes in perceptions across the past five decades as these changes impact on the educational rights and opportunities of children and youth.

- In the series of photographs taken during the late 1950s, the schools are depicted first as a battleground **(1.3.3.T.1)**, as closed **(1.3.3.T.2)**, and as a place where racially mixed students and teachers are beginning to get acquainted with each other **(1.3.3.T.3)** **based on photographs in Life, 45(18), November 3, 1958.** "Maybe there's hope for a new beginning?", the faces seem to be saying.

- In **(1.3.3.T.4)** the efforts at Civil Rights changes are highlighted. This issue commemorates the passage of the first Civil Rights legislation, 10 years after the Supreme Court determined that separate schools cannot be equal schools. **Based on a photograph in Time, 83(25), June 19, 1964.**

- The people in **(1.3.3.T.5)** were selected to illustrate a variety of ethnicities and a uniform perspective. School systems, like the law enforcement agency from which this picture was developed, have a diversity of ethnicities, but need to have a uniform ambition to educate all their students. All of our students are one color, human. The original ad showed racially diverse Hispanic police officers with the caption, "All of our cops come in one color, blue."

- Miss Liberty in **(1.3.3.T.6)** is an icon for liberty, justice, and aspirations for a better life. It is a ubiquitous symbol which can continue to have meaning for the newly arrived and the established citizens, as long as everyone has an opportunity to successfully participate within the system and believe that this system does work for him or her...



(1.3.3.T.1)

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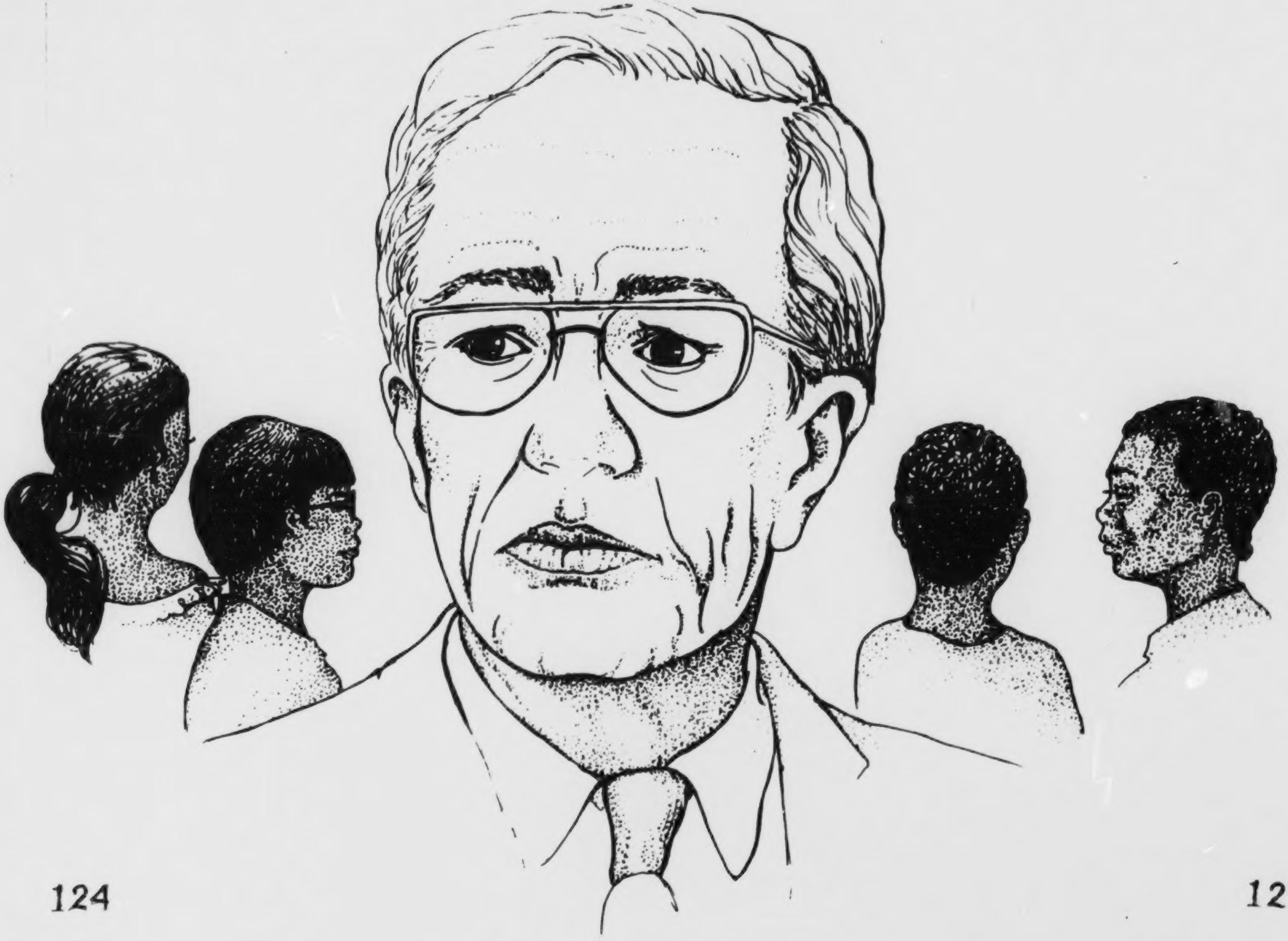

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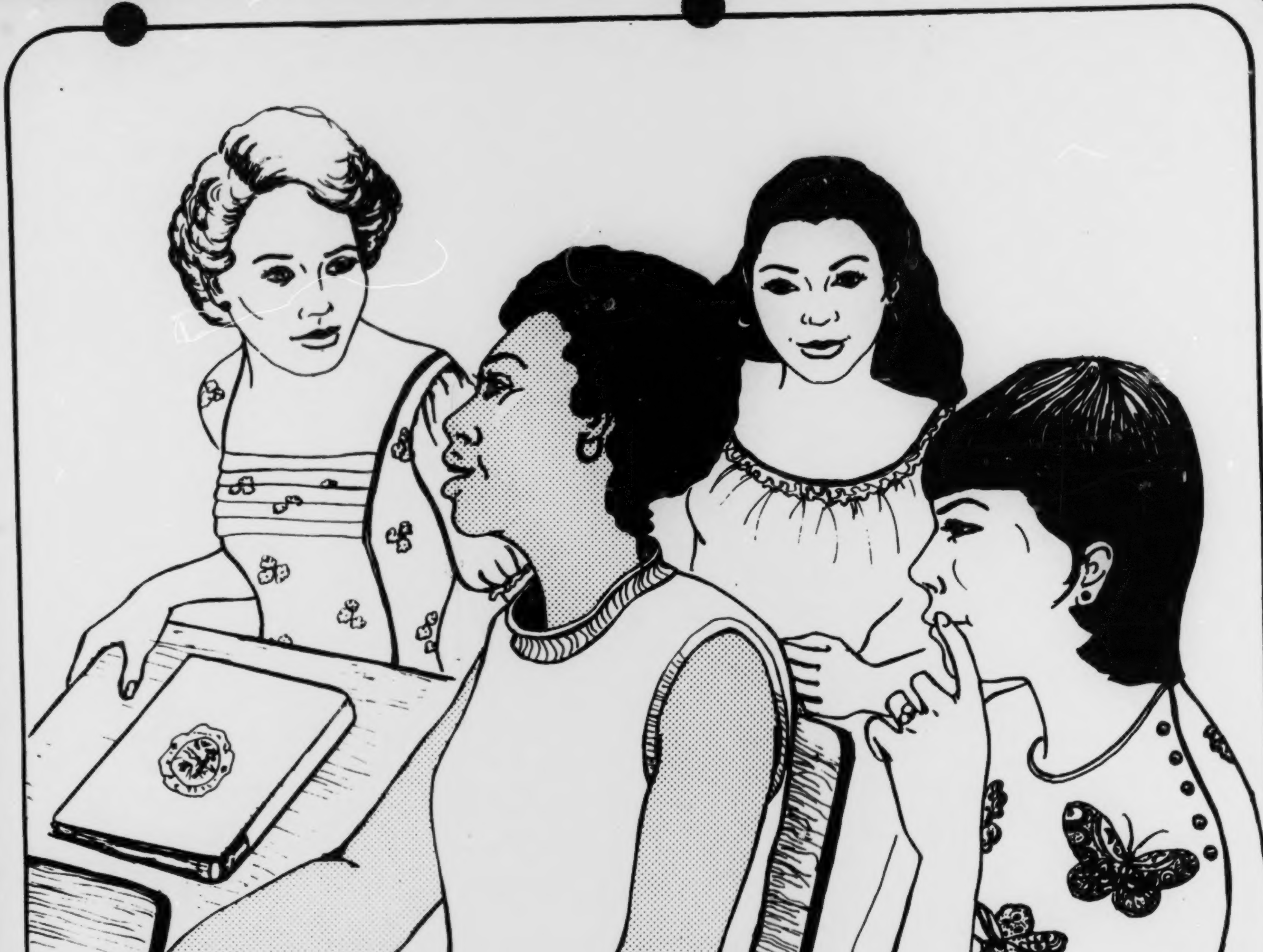

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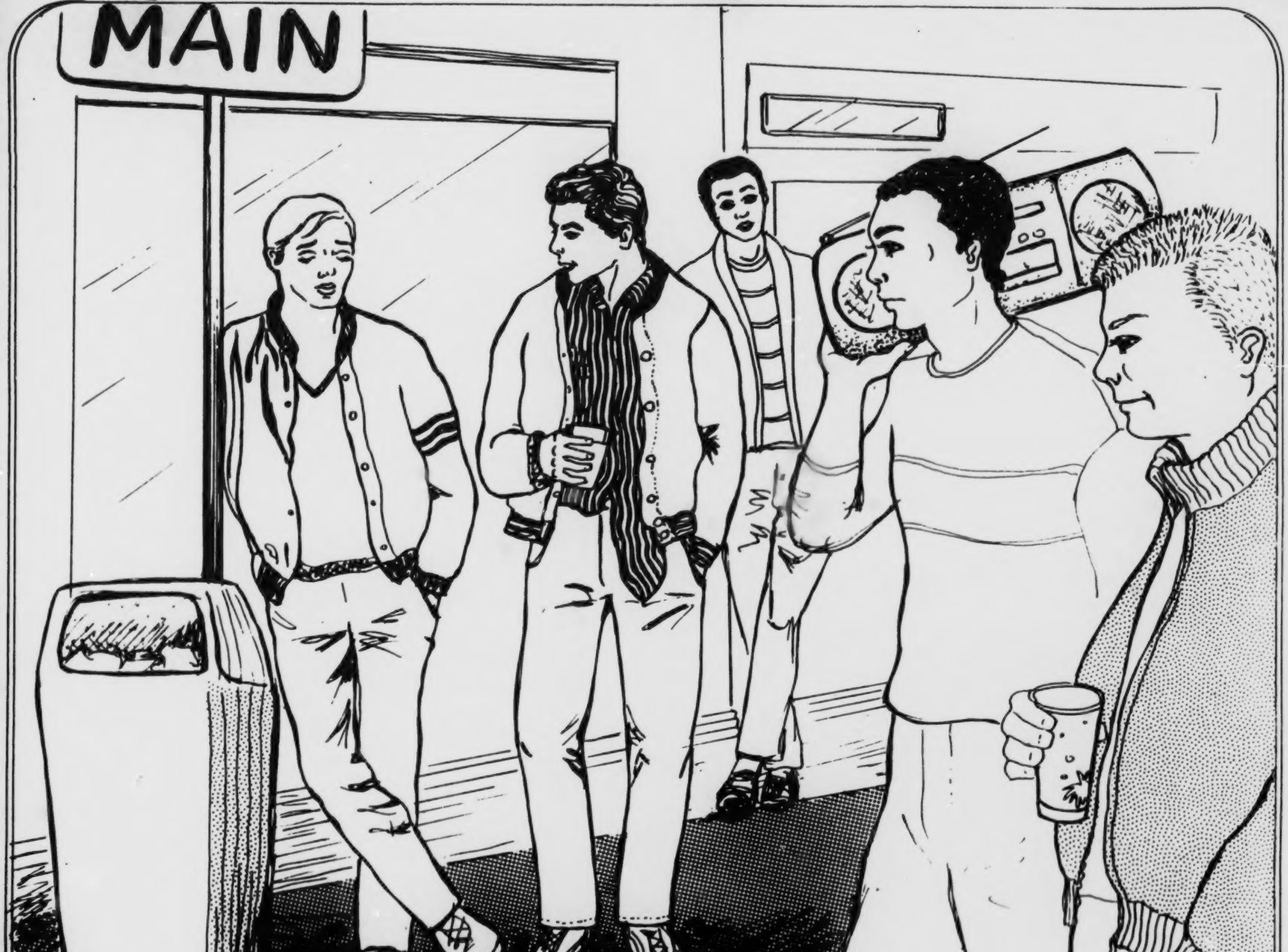

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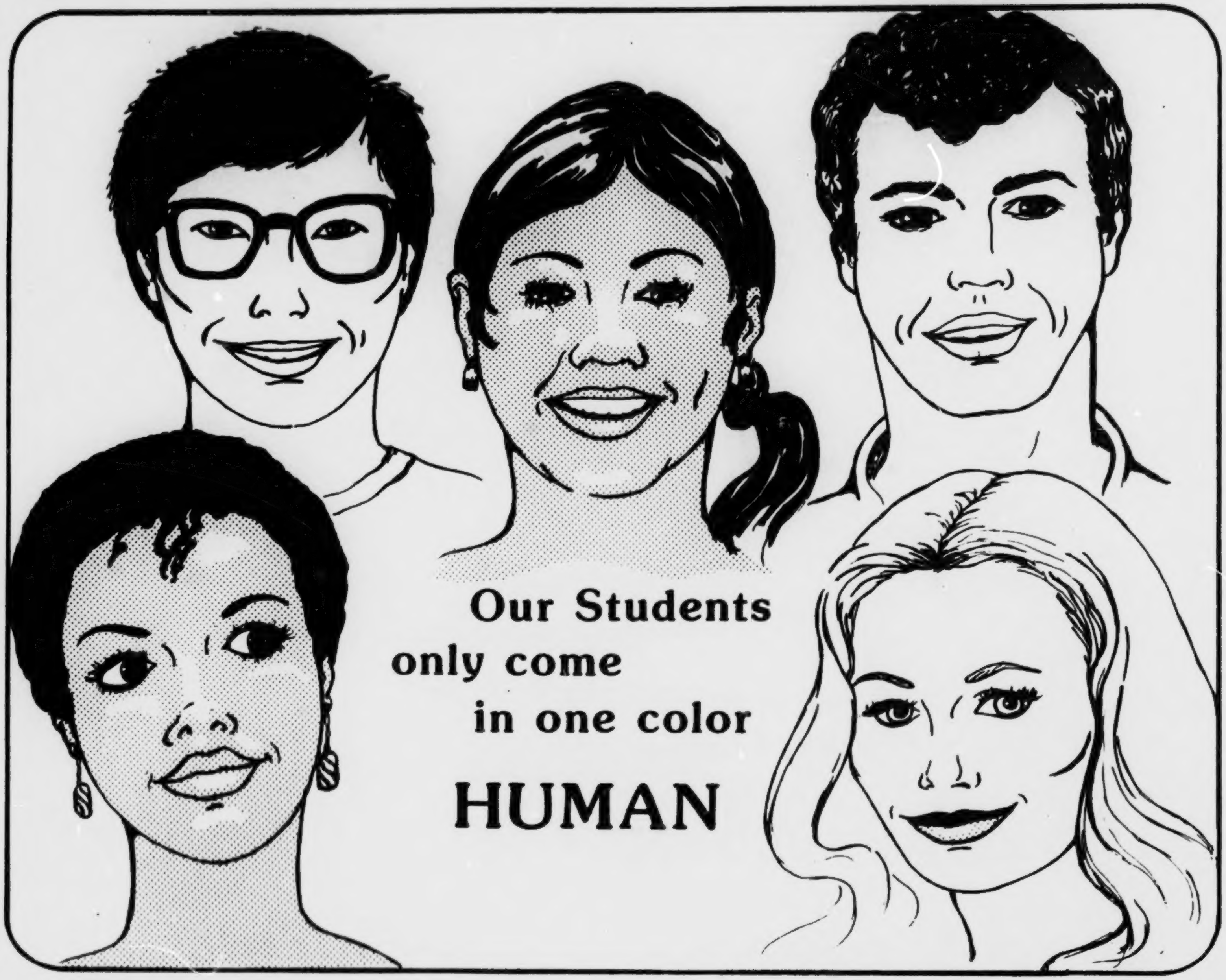

Our Students
only come
in one color
HUMAN

(1.3.3.T.5)

(1.3.3.T.6)

1.4 UNDERSTANDING CULTURAL AND LINGUISTIC DIFFERENCES

1.4.1 Background for Understanding Cultural and Linguistic Differences

CRITICAL POINTS

It has been widely recognized that culturally and linguistically diverse students come with diverse cultural backgrounds. Yet school systems frequently fail to recognize cultural differences and learning style preferences which arise from these differences as strengths as well as potential impediments to learning. Sometimes teachers are not even aware of differences and make assumptions that all children develop and learn in the same way, or think or perceive as the teachers do.. The purpose of this section is to provide information on cultural differences so that school systems and personnel can begin to make decisions and adjustments responsive to students' needs, their strengths as well as their weaknesses. There are some key terms and concepts which are highlighted in this section to enable participants to understand differences in culture and the process of learning to function in different cultures.

- In **(1.4.1.T.1)** the terms bilingual and bicultural are used. It is important for participants to understand that one can be fluent in a language without being effective in participating in the culture or without being seen as part of the culture of the language. People may also be bicultural, in that they may be able to function comfortably in several cultures, without being proficient in both languages. Sounding linguistically proficient is not necessarily an indicator of cultural knowledge or proficiency. Both receptive and expressive proficiency come into play in functioning successfully. The aspects of developmental proficiency is important here too. Students who are five would not be expected to have academic proficiency (literacy skills), where a ten year old would be expected to read and write as well as speak and understand. It may be best to draw this out of the participants and use their language and their personal experiences to explore and develop the concepts of "proficiency" and "participation". The critical point here is that sometimes people who are culturally and linguistically similar can have a powerful impact on children who have a difficult time learning in school.

- The terms "dominance" and "proficiency" are important in understanding the domains of language use and development. Again, it is important to emphasize here receptive as well as expressive proficiency. These terms are presented in **(1.4.1.T.2.A)**. One may be more proficient in one language than another depending on the context and use of the language. Examples of scores illustrating both balanced and not balanced, proficient and not proficient performance are presented here. Scores in the lower ranges may indicate a learning difficulty, or lack of adequate exposure to either language. Domains of language development can be discussed through the use of **(1.4.1.T.2.B)**. It is important to examine both the cognitive and the affective aspects of language. Which language is used for discussing scientific topics and which for discussions about feelings? Without being aware of it, teachers and students may code switch depending on the topic and the intent of the communication. These concepts are related to information presented in Module 2.

- "Cultural congruence" is a sense of understanding and relating to the persons and the environment where the given language is used. . Once congruence has been established, students may be able to generalize learning to a new setting or with a culturally different person. The term "cultural congruence" is presented in **(1.4.1.T.3)**. C 1 can be seen as the home culture, just as L1 can be seen as the home language. What is important to establish here is that by determining students' cultural differences and similarities, teachers can find ways to enable these students to be successful. While it is not the goal of the school to keep the students functioning in C1, by using C1 as a foundation for learning to become proficient in C2, schools can promote students success. **Tikunoff, W. J. (1987). Mediation of instruction to obtain equality of effectiveness. In S. H. Fradd & W. J. Tikunoff (Eds.) Bilingual education and bilingual special education: A guide for administrators. Boston: Little, Brown.**

- The terms "acculturate," "integrate," and "assimilate" are used to refer to ways in which school systems can encourage or inhibit students' learning to function in a new culture. The important point here is that in general the United States has had an assimilationist, or "melting pot" perspective. According to this perspective, people were expected to stop functioning as they did in the "old country" and learn to be "true Americans." However, this has been seen to be an unrealistic perspective. Current trends are toward integrating students into the culture of the school and of the mainstream so that they maintain their cultural identity while learning new ways of thinking and behaving. These terms are presented in **(1.4.1.T.4.A)**. **Hoover, J. J. & Collier, C. (1988). Educating minority students with learning and behavior problems: Strategies for assessment and teaching. Lindale Texas: Hamilton Publications.** In **(1.4.1.T.4.B)** the stages of acculturation are presented as phases of personal identity change. First, the decision to enter the new culture is made. Once entry takes place, disintegration of the old identity takes place, and eventually the new identity is developed. This process can be inhibited or facilitated by the responses of the members of the new culture. Unfortunately, without assistance, many minority language persons fail to make the change into the last phase. The options for choosing to integrate with the mainstream culture or to remain with the ethnic culture are shown in **(1.4.1.T.4.C).** **Cummins, J. (1981) Bilingualism and minority-language children. Toronto, Canada: Ontario Institute for Studies in Education.** Examples of this process are provided in **1.1.6.**

- The ways that students learn to think and to behave originate within the home and the community culture. Differences in home and school can be examined to see where there are congruence and disparities. These factors are highlighted in **(1.4.1.T.5).** What is important here to point out is that differences in the actual code or the language produced by the student is only one of the factors which influence learning. School expectations also figure into the study of factors which influence student success. Differences in the ways in which schools are organized and the expectations which schools hold for teachers and well as student performance influence student success **Iglesias, A. (1985). Communication in the home and classroom: Match or mismatch? Topics in Language Disorders, 5(4), 29-41; Iglesias, A. & Westby, C. E. (1989). Clinical Evaluation of Limited English Proficient Children. American-Speech-Language-Hearing Association Audioteleconference, National Telephone Broadcast, December 8 1989.** Refer to Module 4 for more complete information on working with families and the integration of the home and school.

- The article in poem form presented in **(1.4.1.T.6** and **1.4.1.H.6)** illustrates how student behaviors can be seen as positive or negative. Much of the behavior of culturally different students tends to be seen as negative, simply because it is different from that of the mainstream culture; care must be taken to see it as potentially positive performance. **Lewis, B. (1986) Gifted Child Today, 9(5).**

ACTIVITIES

- Although this may appear to be a small amount of information to be presented, because of the emotional nature of the content, a full morning or more may be required to present it. There are no specific methods for presenting the information other than lecture and discussion. Personal experiences can serve as a catalyst for understanding. Throughout the presentation of this information, it is important to draw on the participants' own experiences and understanding. It may be necessary to synthesize and rephrase their input by asking them questions and providing time for clarification.

- Point out the three different backgrounds in **(1.4.1.T.4.A).** Encourage participants to express the relationship between the backgrounds and the definitions of the terms. (For example, assimilate can subtly imply a loss of cultural identity, as the dot pattern indicates. Acculturate , on the other hand, indicates modifying one culture through contact with another culture, in the same way as clay can be modified into bricks as in the brick background. Integration is symbolized by the interwoven strands background, showing the maintenance of cultural identity while learning new ways of thinking and behaving.)

- In **(1.4.1.T.5)** the information will be relevant to the participants if they develop an understanding of the cultural and linguistic factors which influence learning in the schools. It would be good to divide into groups and develop list of home/school factors which serve as impediments and as facilitating agents for academic success of culturally and linguistically diverse students. Groups may be formed based on grade levels, geographic locations, language groups, or other factors.

COMPARING AND CONTRASTING BILINGUAL AND BICULTURAL PERFORMANCE

(1.4.1.T.1)

BILINGUAL

BICULTURAL

Can a person be bilingual without being bicultural?

Is it possible to be bicultural without being bilingual?

COMPARING BALANCE AND PROFICIENCY

(1.4.1.T.2.A)

PROFICIENT

BALANCED

1	1	1	1	1	1
2	2	**2**	2	2	2
3	3	3	3	**3**	**3**
4	4	4	4	4	4
5	**5**	5	**5**	5	5
BALANCED PROFICIENT		PROFICIENT NOT BALANCED		BALANCED NOT PROFICIENT	

DOMAINS OF LANGUAGE DEVELOPMENT

(1.4.1.T.2.B)

COGNITIVE or AFFECTIVE DOMAINS

TOPIC DOMAINS

NON-ENGLISH LANGUAGE

School Home Community Church Special Interest

ENGLISH LANGUAGE

School Home Community Church Special Interest

Are students equally proficient in all areas?

In order to determine dominance and proficiency, information about a student's performance in different domains can be collected and compared.

UNDERSTANDING CULTURAL CONGRUENCE

(1.4.1.T.3)

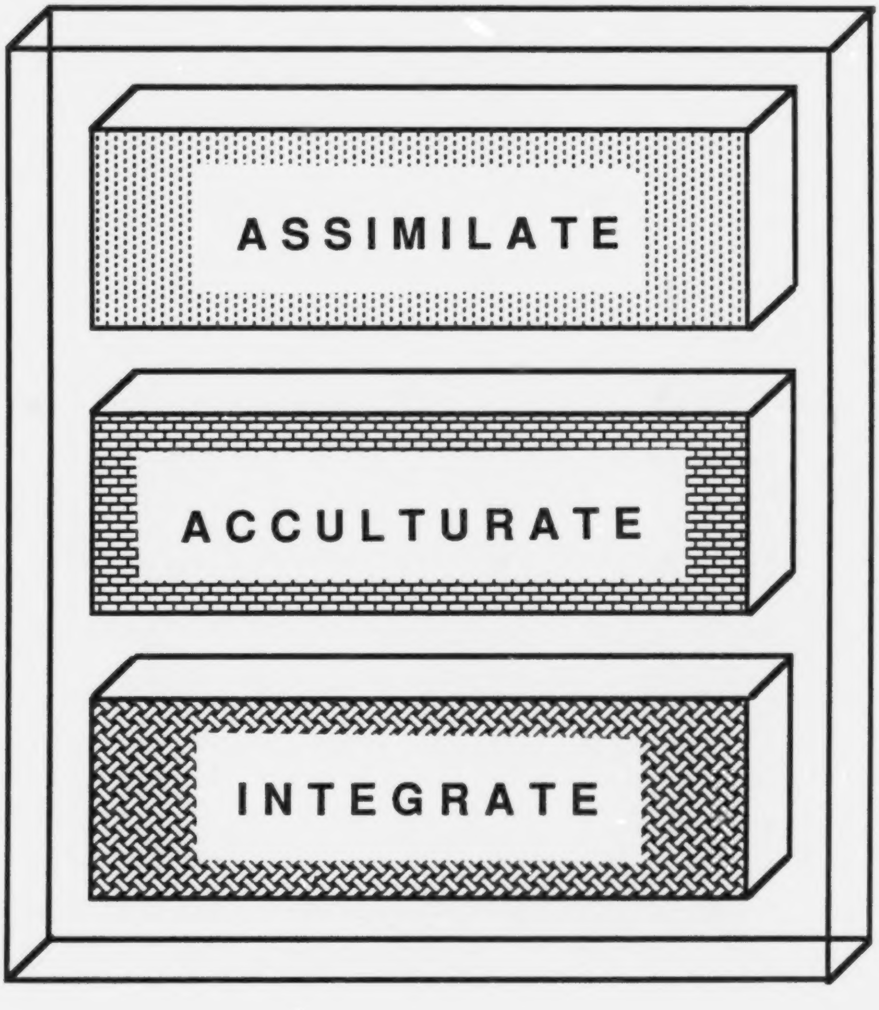
CULTURAL CONGRUENCE

C1 > > > > C 2

By identifying and using aspects of the students' home or non-English language and culture, cultural congruence can be established. Once students become comfortable and successful, cultural congruence has been established. Students become more open and receptive to understanding and functioning in the mainstream culture.

DIFFERENTIATING BETWEEN ASSIMILATION AND ACCULTURATION

(1.4.1.T.4.A)


ASSIMILATE
ACCULTURATE
INTEGRATE

STAGES OF ACCULTURATION

(1.4.1.T.4.B)

Initial Phase: Preparation and Entry

- Decision to Enter
- Fascination with new Culture

Second Phase: Transition between Cultures

- Rejection, Denial, and Isolation
- Anger and Frustration
- Loss of Identity
  - * Withdrawal
  - * Idealization of Previous Life

Third Phase: Integration into new Culture

- Acceptance
- Participation
- Integration of Identity

OPTIONS FOR IDENTIFYING WITH THE HOME OR MAINSTREAM CULTURE

(1.4.1.T.4.C)

REJECT MAINSTREAM CULTURE,
ACCEPT ONLY C1

REJECT C1,
ACCEPT MAINSTREAM CULTURE

REJECT BOTH C1 AND MAINSTREAM

ACCEPT BOTH C1 AND MAINSTREAM

DIFFERENCES BETWEEN STUDENTS' COMMUNICATION STYLES AND LEARNING STYLE PREFERENCES AND SCHOOL EXPECTATIONS FOR PERFORMANCE

(1.4.1.T.5)

HOME FACTORS

- Family's knowledge of educational system (What students are expected to do)
- Family's level of education
- Family's perceptions of their role in child development
- Family's interactional style
- Language of the home
- Family's expectations

SCHOOL EXPECTATIONS

- Curriculum
- Teacher performance
- Student performance
- Teacher's classroom management style
- Teacher's instructional style

A DIFFERENT PERSPECTIVE ON STEREOTYPES

(1.4.1.T.6)

There Are Some Students...

They are verbally fluent.
They talk too much.

They know and remember facts.
They are know -it -alls.

They are curious about many things.
They ask too many questions.

They have creative, innovative ideas.
They have weird, impractical ideas.

They have a keen sense of humor.
They are the class clowns.

They have a great power of concentration.
They daydream.

They read a lot on their own.
They are bookworms.

(1.4.1.T.6 continued)

They show leadership ability.
They try to dominate

They are good at critical thinking.
They are argumentative.

They are good at solving problems.
They look for the simple solution.

They have many interests and collections.
They are overprogrammed.

They have a high energy level.
They are hyperactive.

They are goal directed.
They are stubborn.

They learn easily.
They do things too quickly.

Adapted from Lewis, B. (1986) There was a little girl,
Gifted Child Today, 9(5)

A DIFFERENT PERSPECTIVE ON STEREOTYPES

(1.4.1.H.6)

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1.4 UNDERSTANDING CULTURAL AND LINGUISTIC DIFFERENCES

1.4.2 Learning Style Preferences

CRITICAL POINTS

This section is designed to provide participants with an understanding of differences in learning style preferences of culturally and linguistically diverse students. The information is presented with respect to students in general, cultural tendencies are similar in handicapped and non-handicapped learners. However, in the area of self-help verses dependency, handicapped students may be or may appear to be more dependent than non-handicapped students. While the information provided here can be seen as an overview of learning style preferences, it can also be used as observation measures to better understand the ways in which students prefer to interact with peers, adults, and with new and already known materials. The ultimate determination of how best to provide students with activities and instruction which meets their unique needs lies with those who instruct them. The purpose of this presentation is to alert those persons to ways to observe the students for whom they are responsible and to determine what motivates them and facilitates their progress.

- In **(1.4.2.T.1)** the definition of term "cognition" is presented. It may be helpful to have the participants provide their definition of the term before showing them the definition on the lower portion of the transparency. This is a term which is frequently used, but seldom well understood. Participants may not feel comfortable with the term until they use it a number of times themselves. The important point to be made here is that cognition, or the way the world is perceived, is influenced by what the individual chooses to focus on, the ways in which attention is focussed on that information source, how this information is encoded and organized and how it is retrieved and used. Cognition is influenced by the other people with whom the individual interacts as well as the individual's innate abilities and capacities. Cognitive styles refer to styles of taking in, organizing, and using information. The information to be presented in this section is referred to in some literature as cognitive learning styles. However, a great deal more research is needed to be able to determine how students actually take in and organize information. What can be determined now is the ways in which students interact with each other and their environment. Preferences for interacting can then be inferred. Thus the term "learning style preferences" is used here and refers to research on cognitive learning styles **Collier, C. & Hoover, J. J. (1987). Cognitive learning strategies for minority handicapped students. Lindale, Texas: Hamilton Publications; Hoover, J. J. & Collier, C. (1989). Educating minority students with learning and behavior problems. Lindale, Texas: Hamilton Publications.**

- The handout **(1.4.2.H.1)** is designed to assist participants to understand the information to be presented on the following transparencies. It can also serve as a method for collecting anecdotal information about the ways in which students act and interact. It should be presented as an introduction to the information to follow.

- The information listed in **(1.4.2.T.2)** serves as an advance organizer for the following transparencies. What is important to emphasize here is that while the information about to be presented is seen as a bipolar continuum (exact opposites), this form of presentation is used to compare and contrast differences. In real life this is not really accurate. Many people tend to exhibit different behaviors depending on the circumstances. However, they may have one way of behaving or of performing which they prefer, even though they may be unaware of this preference. There is no one right way to approach a task or to engage in an interaction. There are strengths and limitations for each preference. Participants should be encouraged to reflect on their own preferences as well as those of their students. If there are major mismatches, difficulties in learning and interacting can be anticipated. Only by examining these mismatches can teachers become more responsive to their students.

- There are two types of learning style preferences for which there is great deal of information: perceptual field and context. These two are presented first and last within this group. There is overlap between categories of preferences. Many of these preferences can be seen in constellations of behaviors that reveal general tendencies. Additional information on both perceptual field and context is provided here, but does not necessarily need to be used to make the presentation complete. Presenters are encouraged to refer to all the information on the transparencies during the presentation. Further elaboration of this information, in terms of its negative and positive meanings and inferences, can help the participants understand that strengths as well as weaknesses are a part of cultural perceptions and expectations.

- Perceptual field **(1.4.2.T.3.A)** is sometimes referred to in the literature as field-dependence and field-independence. However, for purposes of this presentation the term "field-sensitive" is substituted for "field-dependent." The purpose of this choice is to convey a sense of the strength of this style preference for understanding and working with other people as opposed to being dependent on other people. The general point of this graphic is to illustrate that some children are socialized to work independently and alone, while others work most productively in groups. When asked to function alone, the second group of students may be reluctant, even resistant. If schools are organized and structured to promote independent work, these students will have difficulties. In **(1.4.2.T&H.3.B-C)** differences in field-sensitive and field-independent styles are contrasted. **Ramirez, M. & Castañeda, A. (1974). Cultural democracy, bicognitive development and education. New York: Academic Press.**

- The term "tolerance" refers to acceptance of ambiguity in **(1.4.2.T.4)**. Some people prefer to have everything made explicit and exact. Others are more willing to work through a situation by understanding that all the information, the rules, and the outcomes are still unknown. A high tolerance for ambiguity is important for people working with culturally and linguistically different children. At times these students may appear to have a handicapping condition and at other times appear to be quite capable. Frequently, systems are in a hurry to make a final decision when all the information is not available. Rather than focussing on deciding whether to label the child as "handicapped" unless the decision is clear, it is more important to continue collecting information and providing the best instruction and support possible, so that the students can be successful in whatever educational setting they are placed.

- The term "tempo" refers to the ways in which time and speed influence performance, **(1.4.2.T.5)**. The mainstream culture places a high value on the prompt completion of a task. However, other cultures do not value speed as much as correctness. Students who are prompted to complete things quickly are not always able to respond to requests based on speed, and may exhibit frustration. Timed tests are another obstacle for these students. Frequently, they must be instructed and provided a great deal of practice before they are competent to perform accurately and quickly. Observation of students provides clear insight into the care and the intentionality which students express in using materials and completing tasks. This evidence can reveal higher cognitive functioning than may appear when only timed tasks and standardized measures are used.

- Persons who are broad "categorizers" tend to see things in generalities and similarities, where narrow categorizers tend to see differences, **(1.4.2.T.6)**. Students need to have many experiences in grouping items and ideas by their similar characteristics and comparing them by their differences. Sometimes students have not had experiences in grouping items that in the mainstream seem to be clearly similar. For example, when asked how an orange and a pineapple were similar, a student was unable to see that both were in the category of fruit. The notion of fruit did not exist in the student's home language.

- Persistence and perseverance are highly valued behaviors in the mainstream culture,**(1.4.2.T.7)**. However, students from some urban areas quickly learn to scan the environment for safety. They may appear to be easily distracted in school. At the same time, they may be more aware of what is occurring in the classroom or the school than the teacher. Some students require many motivating activities and direct instruction on developing concentration in order to exhibit persistence. Observation may reveal students to be more perseverant on tasks and goals for which they are highly motivated than they initially appear. The question of motivation must be considered strongly here.

- Anxiety, **(1.4.2.T.8),** can also be seen as a negative characteristic, but it can have great positive potential. Some students do not perform until they are certain that they can do it well. Providing a low threatening environment and many opportunities to observe other students can promote participation and lower anxiety levels. Anxiety can be a motivating or inhibiting factor in wanting to do a job well. Helping students deal positively with anxiety can provide a great deal of insight into their needs and motivations.

- Anxiety and persistence can be seen as aspects within the larger construct of "locus of control," **(1.4.2.T.9)**. Locus of control is the perception that one is in control of one's own fate, or that fate is controlled by outside forces. In part, it is a response to poverty and conditions which effect the daily lives of many people. In part, it can be attributed to religious beliefs. Some groups believe that they have little or no control over their success or failure. While it is beyond the scope of the school to change the religious beliefs of students or families, students can develop strategies for becoming successful learners and gaining control over their performance on tests as well as over their personal lives.

- The terms "polychronic" and "monochronic" need to be explained when presenting the construct of "context," **(1.4.2.T.10A). Westby, C. E. & Rouse, G. R. (1985). Culture in education and the instruction of language learning-disabled students. Topics in Language Disorders, 54, 15-29.** Polychronic refers to participation in several events at the same time, and the completion of these events in a natural manner, relevant to the context of the events, rather than at a fixed, pre-established time. Monochronic refers to the reliance on pre-established schedules for planning and ordering events. Mainstream culture tends toward being monochronic and low context; many other cultures differ greatly from the mainstream in these areas. The additional transparencies, **(1.4.2.T.10.B-D)** can be used to elaborate on this construct and to provide examples of how schools can be made responsive to these students' needs.

ACTIVITIES

Again, this information does not lend itself to a great deal of activity. If time permits, the final activities could involve the development of specific activities, observation procedures, and instructional adaptations responsive to students' needs. Teachers also enjoy reflecting on the differences between themselves and some of their students. These reflections can give them insight into the ways in which their instructional style can be made responsive to the needs of these students.

- Participants can be divided into small groups where they describe their favorite students and the students to whom they find difficult to relate. They can then share ideas about grouping students, organizing activities, and providing instruction which will incorporate the needs of different students. By sharing and building on the group information, they may develop many ideas which then can be developed into a beginning plan for addressing students' needs. An important outcome here is the realization that many students do not conform to mainstream school expectations. By making adaptations, many students, not only the target students, can be assisted to achieve success.

UNDERSTANDING COGNITION

(1.4.2.T.1)

COGNITION

Cognition is the sum of the ways
in which an individual
focuses on,
perceives,
takes in,
organizes,
relates to,
accesses,
and responds to
information in the environment.

All cognitive activity
is influenced by
the culture in which it is performed.

Learning style preferences
are the result of
the interaction of culture and cognition.

LEARNING STYLE PREFERENCE CHARACTERISTICS
(1.4.2.H.1)

PERCEPTUAL FIELD

Field Sensitive	Field Independent
Global perception	Analytical perception
Emphasizes whole	Emphasizes parts
Prefers to work with others	Prefers to work individually

TOLERANCE FOR AMBIGUITY

High	Low
Likes fantasy	Prefers real world
Imaginative	Rigid
Flexible	Conforms

TEMPO

Impulsive	Reflective
Quick to respond	Careful
Random	Serial
Simultaneous	Thorough

CATEGORIZATION

Broad	Narrow
Inclusive	Exclusive
Lumper	Splitter
General	Specific

PERSISTENCE

High	Low
Focuses on one object or activity	Scans
Concentrates	Lacks focus
Organizes readily	Easily distracted

ANXIETY

High	Low
Cautious	Takes risks
Resists pressure	Responds positively to pressure
Finds challenges difficult	Accepts challenges

LOCUS OF CONTROL

External	Internal
Attributes success to luck or ease of task	Attributes success or failure to own efforts
Accepts circumstances as they are	Accepts personal responsibility for circumstances

CONTEXT

High	Low
Polychronic	Monochronic
Situation or people oriented	Rule oriented

LEARNING STYLE PREFERENCE CHARACTERISTICS

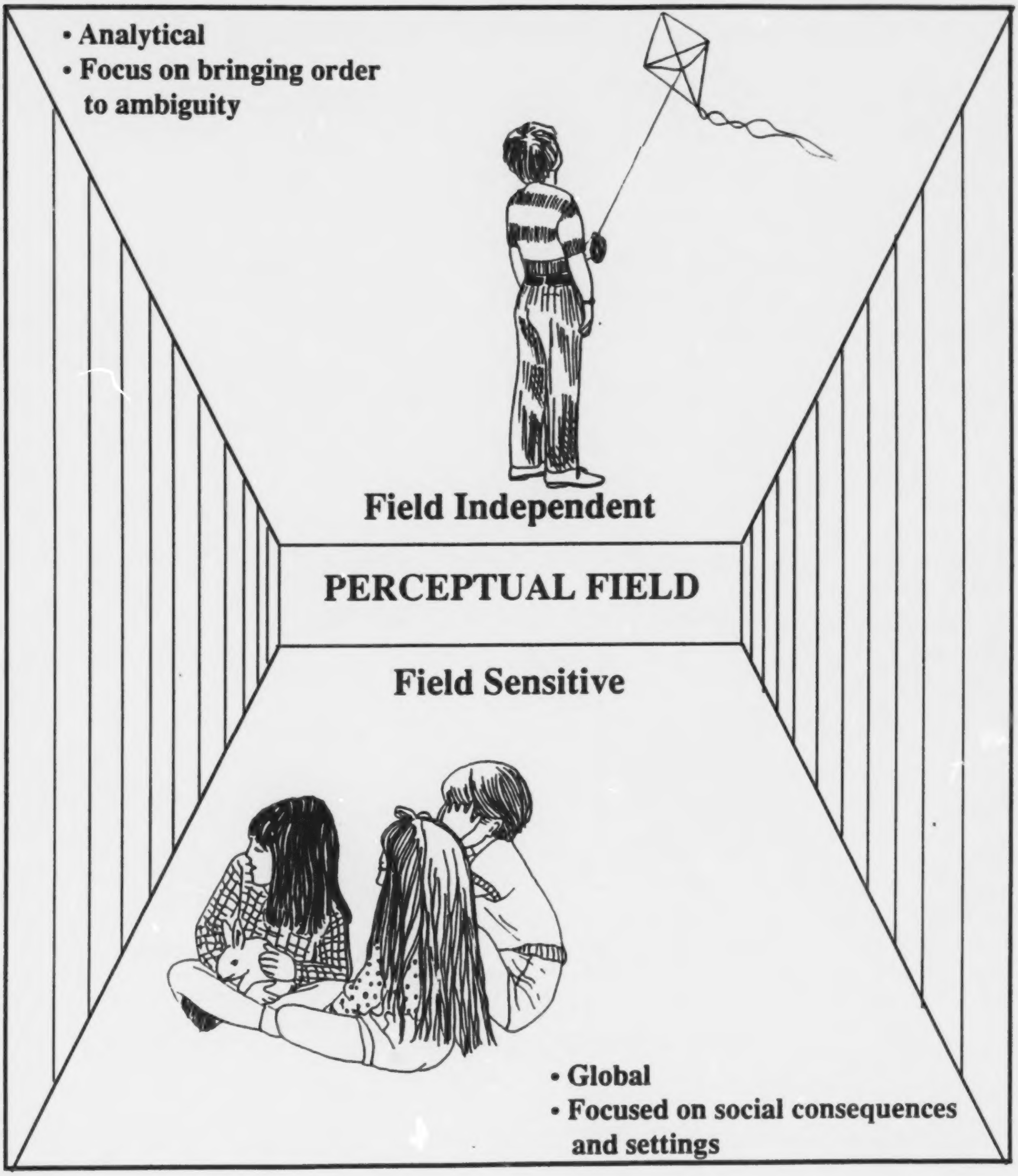
(1.4.2.T.2)

- **Perceptual Field**
  - **Field Independent**
  - **Field Sensitive**
- **Tolerance**
  - **High Tolerance**
  - **Low Tolerance**
- **Tempo**
  - **Reflective**
  - **Impulsive**
- **Categorization**
  - **Broad Categorizer**
  - **Narrow Categorizer**
- **Persistence**
  - **High Persistent**
  - **Low Persistent**
- **Anxiety**
  - **High Anxious**
  - **Low Anxious**
- **Locus of Control**
  - **Internal**
  - **External**
- **Context**
  - **High Context**
  - **Low Context**

Collier, C. & Hoover, J. (1987) Cognitive learning strategies for minority handicapped students. Hamilton Publications. Lindale, Texas

PERCEPTUAL FIELD

(1.4.2.T.3.A)


• Analytical
• Focus on bringing order to ambiguity
Field Independent
PERCEPTUAL FIELD
Field Sensitive
• Global
• Focused on social consequences and settings

FIELD-INDEPENDENT TEACHING BEHAVIORS
(Low Context Teacher)
(1.4.2.T&H.3.B)

PERSONAL BEHAVIORS

- Maintains formal relationships with students
- Centers attention on instructional objectives; gives social atmosphere secondary importance

INSTRUCTIONAL BEHAVIORS

- Encourages independent student achievement
- Encourages competition between students
- Adopts a consultant role
- Encourages trial and error
- Encourages task orientation

CURRICULUM-RELATED BEHAVIORS

- Focuses on details of curriculum materials
- Focuses on facts and principles; encourages using novel approaches to problem solving
- Relies on graphs, charts, and formulas
- Emphasizes inductive learning and the discovery approach

FIELD-SENSITIVE TEACHING BEHAVIORS (High Context Teacher)

(1.4.2.T&H.3.C)

PERSONAL BEHAVIORS

- Displays physical and verbal expressions of approval and warmth
- Uses personalized interaction that strengthens the relationship with students

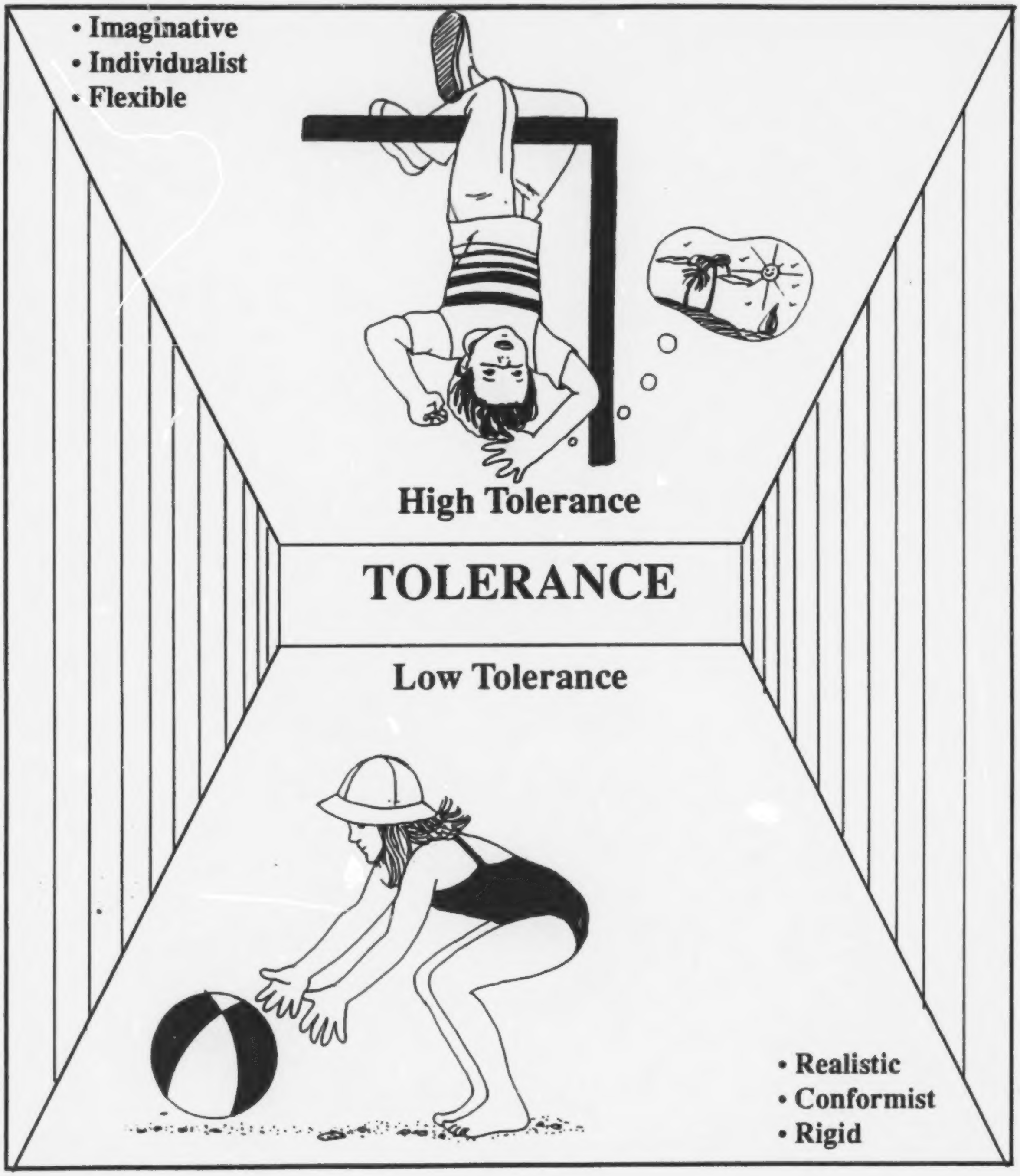
INSTRUCTIONAL BEHAVIORS

- Expresses confidence in child's ability to succeed
- Gives guidance to students; makes purpose and main principles of lesson obvious
- Encourages learning through modeling; asks children to imitate
- Encourages cooperation and development of group feeling
- Holds internal class discussions relating concepts to students' experiences

CURRICULUM-RELATED BEHAVIORS

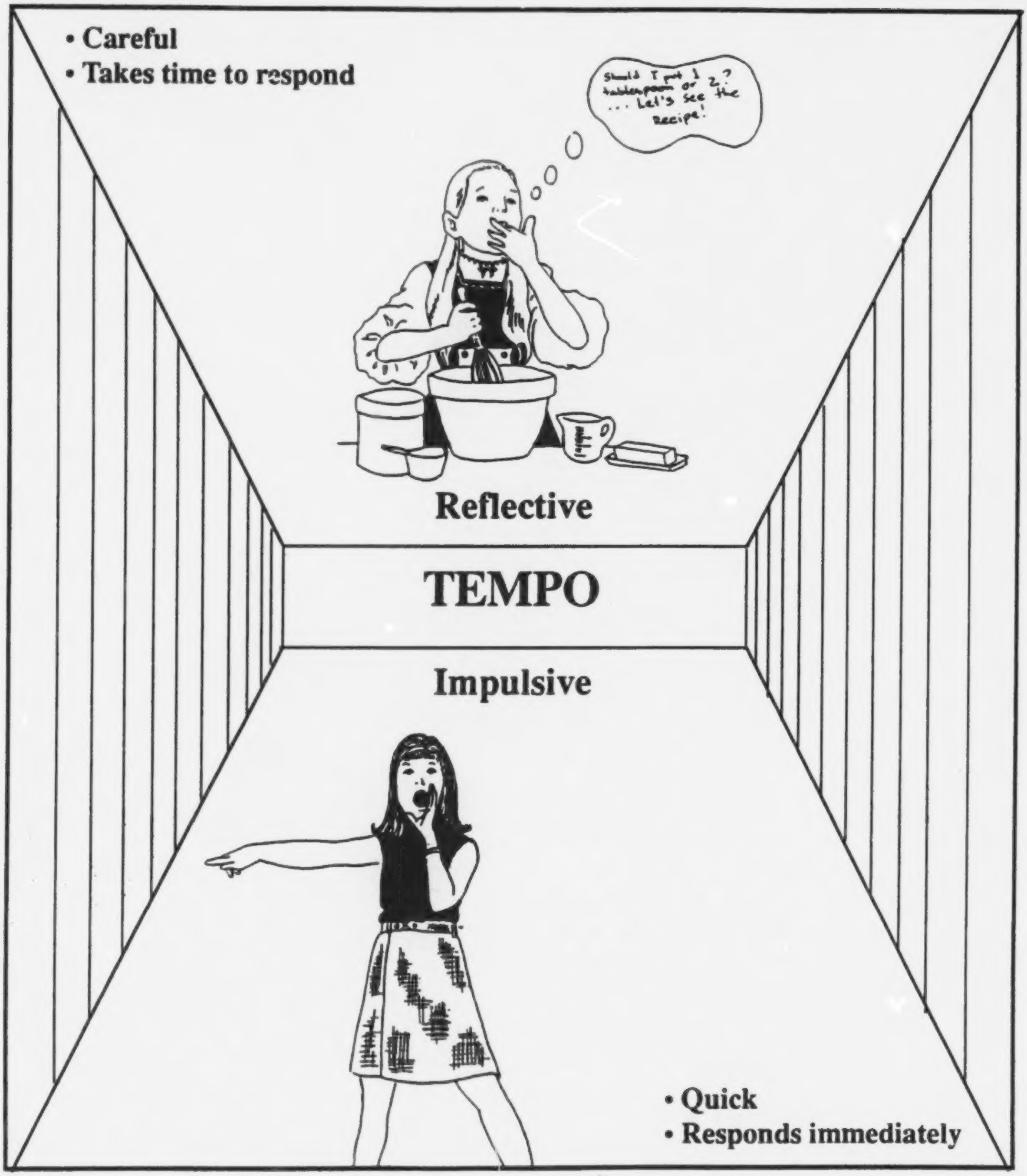
- Emphasizes global aspects of concepts; clearly explains performance objectives
- Personalizes curriculum
- Humanizes curriculum
- Uses teaching materials to elicit expression of feelings from students

TOLERANCE
(1.4.2.T.4)


• Imaginative
• Individualist
• Flexible
High Tolerance
TOLERANCE
Low Tolerance
• Realistic
• Conformist
• Rigid

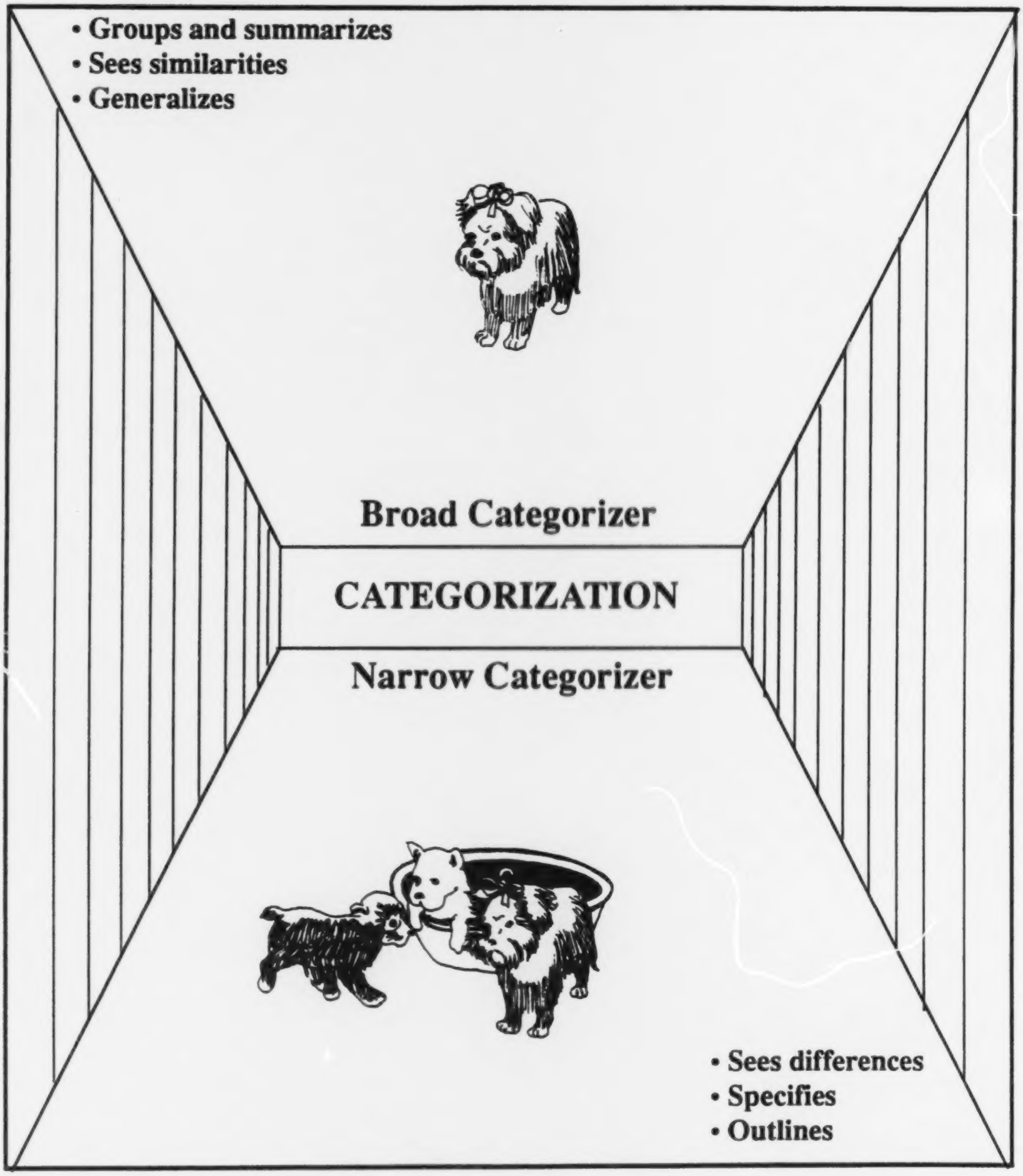
TEMPO

(1.4.2.T.5)


• Careful
• Takes time to respond
Should I put 1 tablespoon or 2? ... Let's see the Recipe!
Reflective
TEMPO
Impulsive
• Quick
• Responds immediately

CATEGORIZATION

(1.4.2.T.6)



- **Groups and summarizes**
- **Sees similarities**
- **Generalizes**

Broad Categorizer

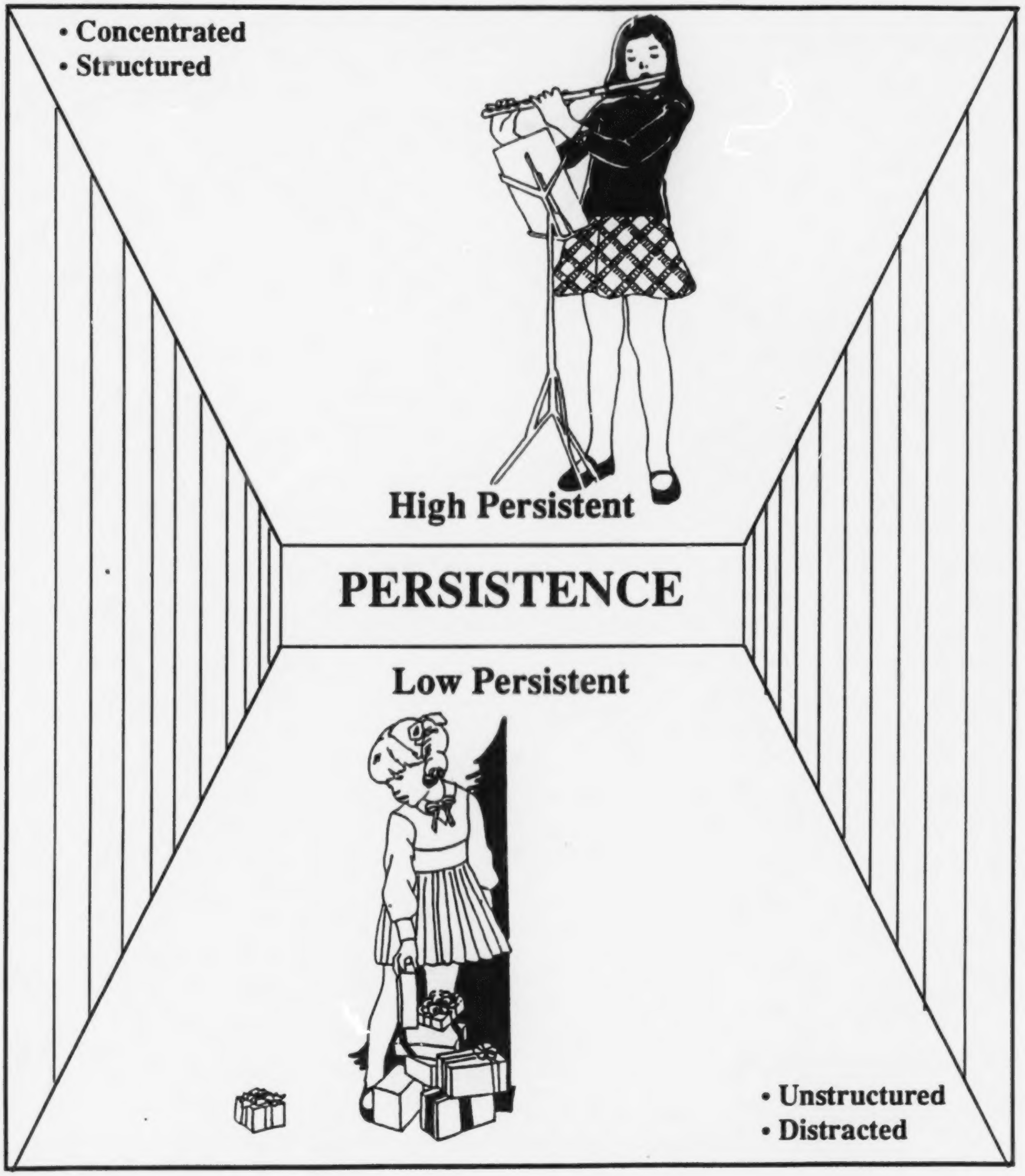
CATEGORIZATION

Narrow Categorizer

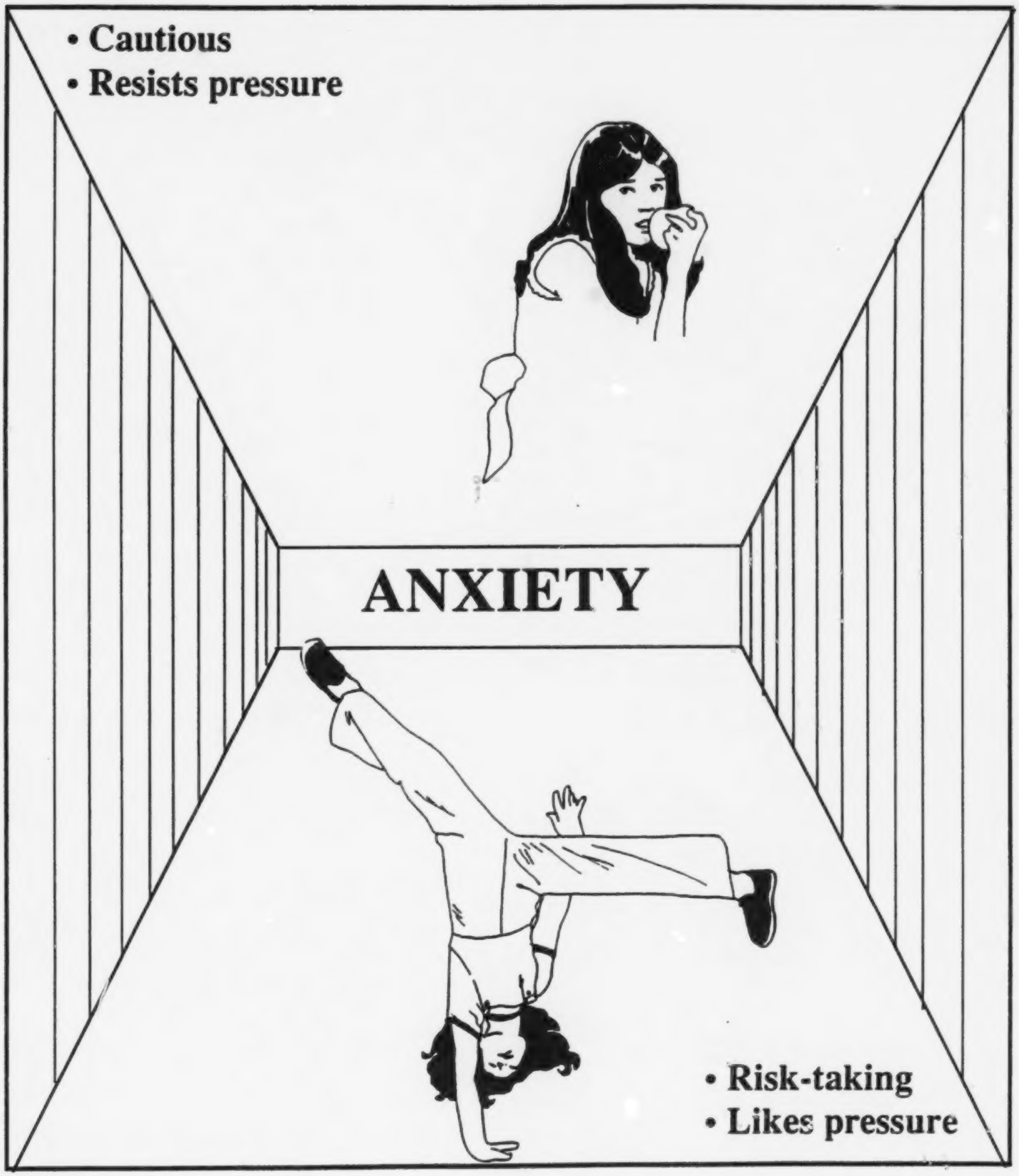
- **Sees differences**
- **Specifies**
- **Outlines**

PERSISTENCE

(1.4.2.T.7)


• Concentrated
• Structured
High Persistent
PERSISTENCE
Low Persistent
• Unstructured
• Distracted

ANXIETY
(1.4.2.T.8)



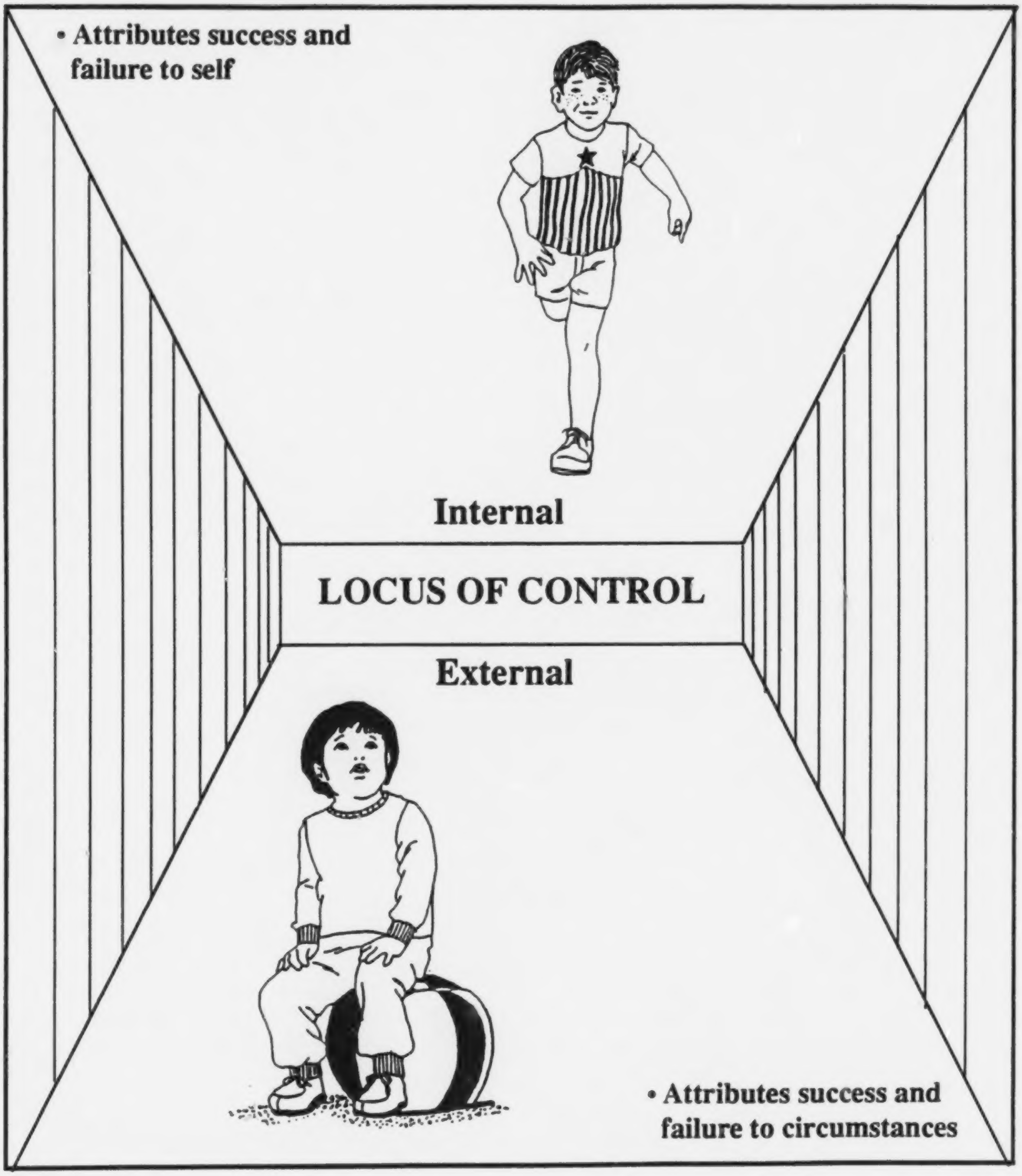
- Cautious
- Resists pressure

ANXIETY

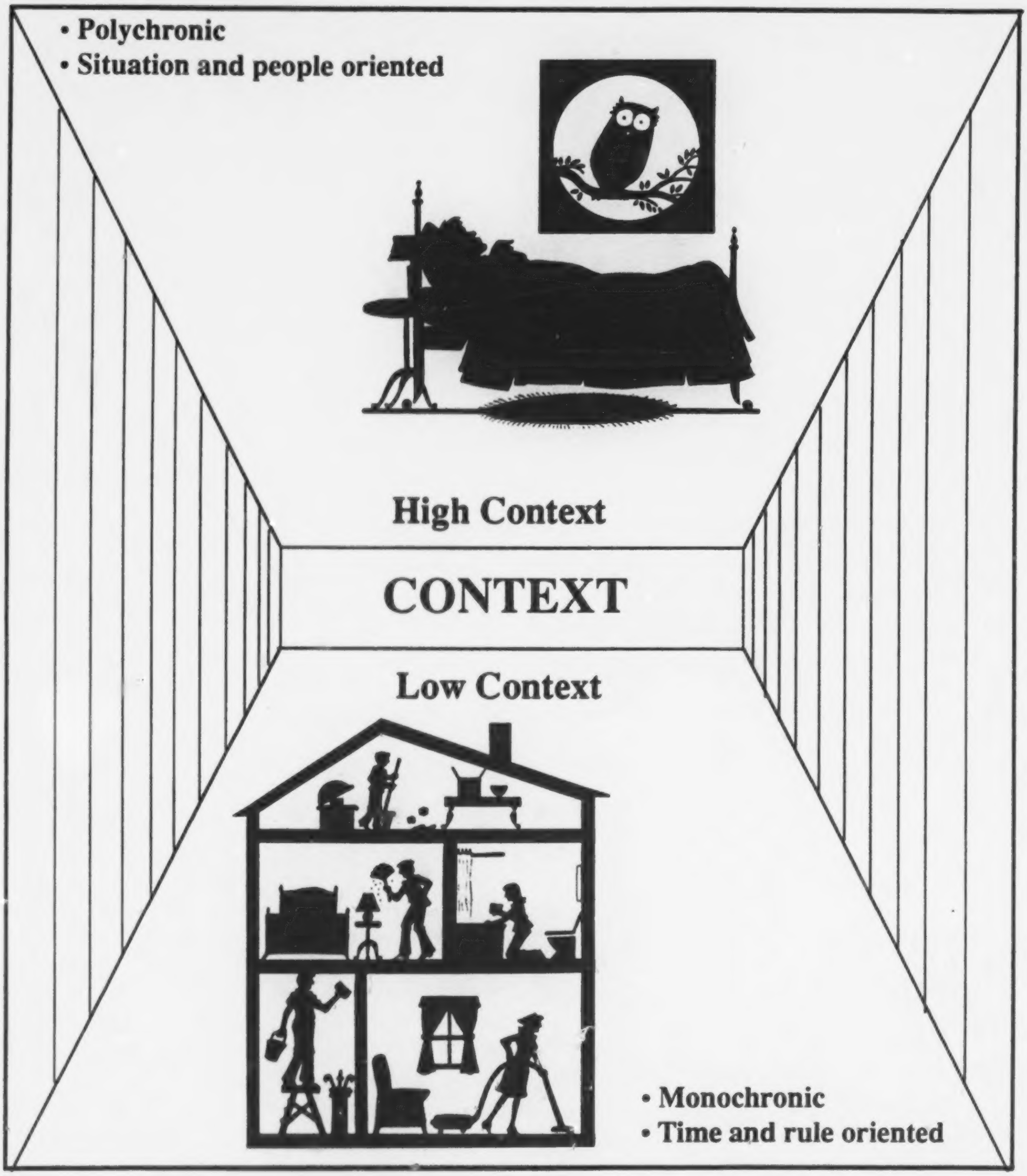
- Risk-taking
- Likes pressure

LOCUS OF CONTROL

(1.4.2.T.9)


• Attributes success and failure to self
Internal
LOCUS OF CONTROL
External
• Attributes success and failure to circumstances

CONTEXT
(1.4.2.T.10.A)



- Polychronic
- Situation and people oriented

High Context

CONTEXT

Low Context

- Monochronic
- Time and rule oriented

LOW-CONTEXT CULTURES

(1.4.2.T.10.B)

- △ USUALLY THE MAJORITY CULTURE (ANGLO/SCHOOL)
- △ EMPHASIZE THE INDIVIDUAL FUNCTIONING OF MEMBER
- △ ONE PERSON CONTROLS GROUP
- △ LINGUISTIC MESSAGE PRECISE AND EXPLICIT
- △ ENCOURAGE SOCIAL ADVANCEMENT THROUGH EDUCATION AND EMPLOYMENT
- △ EXPECT STUDENTS TO SACRIFICE IMMEDIATE PLEASURES AND REWARD FOR LONG-TERM REINFORCERS
- △ TIME IS MONOCHRONIC (SINGLE EVENTS AT A TIME)
- △ ACTIONS TIGHTLY SCHEDULED (DAY, WEEK, YEAR)
- △ TALK ABOUT FUTURE AND MAKE PLANS
- △ EMPHASIS ON TIME FRAMES FOR SUCCESS

[Adapted from Westby, C. E. & Rouse, G. R. (1985). Culture in education and the instruction of language learning-disables students. Topics in Language Disorders, 54, 15-29]

HIGH-CONTEXT CULTURES

(1.4.2.T.10.C)

- △ USUALLY THE MINORITY CULTURE
- △ EMPHASIS ON MEMBER AS PART OF GROUP
- △ MAY NOT RESPOND TO TEACHER-CONTROLLED STRUCTURE
- △ LANGUAGE USED FOR IMMEDIATE PURPOSE WITH NO ELABORATION TO PLAN FOR FUTURE
- △ RESPOND TO IMMEDIATE PAYOFF OR OBSERVABLE PURPOSE
- △ TEND TO BE POLYCHRONIC (SEVERAL EVENTS AT ONCE)
- △ DO NOT RESPOND TO SCHEDULES OR TIME LIMITS

[Adapted from Westby, C. E. & Rouse, G. R. (1985). Culture in education and the instruction of language learning-disables students. Topics in Language Disorders, 54, 15-29]

1.4 UNDERSTANDING CULTURAL AND LINGUISTIC DIFFERENCES

1.4.3 Understanding the Context of Learning

CRITICAL POINTS

The first two parts of this section have provided participants with background information and terminology for understanding cultural and linguistic differences. The focus of the first two parts has been on individual students, their cultural characteristics, and the interface between them and the school. This component examines the overall learning context which forms and reinforces the learning style preferences which students bring to the academic learning process. Where the first two components were principally lecture and discussion, this component provides for more participation through specific materials and guided activities.

The centerpiece of this component are two videos which contrast students of similar ages but from different cultural and linguistic backgrounds. The Two Worlds of Angelita* is an educational, made-for-television, video about a girl from Puerto Rico whose father leaves the island to seek employment in New York City. The family follows him some time later. Life on the island is contrasted with life in New York. Cultural values within the home, the community and the school are revealed in this video. The Girl Who Spelled Freedom* is about Linn Yann, who left Cambodia with her mother and siblings to establish a new life in the United States. This video centers around the receiving family and community and the school as well as Linn and her family in the process of integrating into the new culture. The objective of using these videos is to provide participants with opportunities to observe not only the students, but also their families and the context of the environment in which the students are learning English. After viewing the films, the participants should be able to do the following:

1. Describe and then compare and contrast the forces which initiated the immigration process for these girls;
2. Describe and then compare and contrast the family factors involved in the initial immigration;
3. Describe and then compare and contrast the factors which influenced the girls' initial experiences in the new culture;
4. Describe and then compare and contrast the long term influences on both girls;
5. Describe and then compare and contrast the personal characteristics of the two girls;
6. Describe and then compare and contrast the long term possible outcomes for both girls.

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*Permission to use these films has been obtained through their purchase. Documentation of the purchase has been filed with the other Collaboration permission documents.

ACTIVITIES

This information can be generated and then summarized through class or small group discussion. Transparencies and a handout are provided for these activities. Once the summaries have been developed, the discussion should once again focus on what schools can do to make the process of integration and acculturation as positive as possible. Ask participants to reflect on any personal changes in their own thinking about the process educating culturally and linguistically different students.

- In **1.4.3.H)** participants' attention should be focussed on the fact that they are going to see two videos. They may want to use the handout to take notes and to organize their own ideas as the plots unfold. Review with them the questions which they should be able to answer after watching these stories. The transparencies are summarized in the handout.

- Before beginning the group activities of synthesizing the information provided, have the group project the eventual outcomes for both girls. Since nothing is said in the video about Linn winning the National Spelling Bee, ask the group what they think she might have done. Where will Angelita be placed in school? Are special education services projected for either of these girls?

- Both of these are true stories. What is not shown here is the fact that Linn Yann did go on to become the National Spelling Bee Champion for the entire United States. Her story was written up in Reader's Digest and in the national media. The story of Angelita is repeated each year by many newly arrived students.

- In **(1.4.3.T.A-B)** participants should be able to describe the factors which initiated the immigration process: war versus economic conditions. They should also be able to describe the families of the two girls, Angelita from Puerto Rico and Linn from Cambodia. Both families were relatively poor, although we really don't know about the pre-war circumstances of Linn's family. Certainly, the families of both girls had major economic difficulties to face. There is no visible father figure for Linn's family. Angelita had many female and male figures in her life. Her grandmother as well as her mother and mother's family and friends influenced her development. These could be seen as strengths in that they provided a network of concerned persons with whom Angelita interacted. The presence or absence of these figures could also be seen as a liability or as facilitating factors to the integration process, depending on their perspectives toward change. Compare the reactions of Angelita's father and mother and how they changed across time. How did both families feel about being newly arrived? How did these feelings change across time?

- Participants are asked to examine the personal characteristics the two girls brought to the learning process, and to describe the factors which the receiving communities and families contributed. Remind participants that there are negatives and positives. Some participants may want to say that Asians are always more intelligent and capable and will use these videos to support this belief. Care must be taken to examine this attitude and to look for other possible explanations. Are there any circumstances in the life situations which influenced the abilities of these girls? Did the fact that Linn had a U. S. family with which to relate make a difference? Did Angelita have a counterpart? While it is clear than Linn brought a sense of pride to everything she did, could she have learned to spell and to become a champion without assistance from significant others? Were there culture brokers in these stories? What roles did they play? Probably the social worker in Linn's case, and the other Puerto Rican families in the case of Angelita acted as buffers and assumed the role of a culture broker at least to a degree.

- Participants are also asked to describe the role of the community and other environmental factors which influenced the success of both girls. The general economic stability of the country, the general attitude of the community toward newly arrived persons and specific populations of persons, and the ways in which communities and schools are set up to receive newly arrived persons all play an important role in the eventual success of the students. Did the girls with whom Angelita was playing at the end of the film influence her behavior? What is meant by "not letting people see your face"? Is there any significant non-verbal communication.

UNDERSTANDING THE CONTEXT OF LEARNING TO FUNCTION IN A NEW LANGUAGE AND CULTURE

(1.4.3.H)

1. Compare and contrast the initial factors which influenced Angelita's and Linn's immigration to the United States.

Angelita	Linn

2. Compare and contrast the families of both girls.

Angelita	Linn

3. Compare and contrast the personal characteristics of both girls.

Angelita	Linn

4. Compare and contrast the impact of other people which influenced the girls' integration into the new language and culture.

Angelita	Linn

5. Compare and contrast the community and other environmental factors which influenced the girls' learning process.

Angelita	Linn

6. On the other side of this handout synthesize the factors which influence school success for newly arrived students. Are these factors the same for all students?

UNDERSTANDING THE CONTEXT OF LEARNING TO FUNCTION IN A NEW LANGUAGE AND CULTURE

(1.4.3.T.A)

1. Compare and contrast the initial factors which influenced Angelita's and Linn's immigration to the United States.

Angelita	Linn

2. Compare and contrast the families of both girls.

Angelita	Linn

3. Compare and contrast the personal characteristics of both girls.

Angelita	Linn

(1.4.3.T.B)

4. Compare and contrast the impact of other people which influenced the girls' integration into the new language and culture.

Angelita	Linn

5. Compare and contrast the community and other environmental factors which influenced the girls' learning process.

Angelita	Linn

6. Synthesize and list the factors which influence school success for newly arrived students.

7. Are these factors the same for all students?

1.4 UNDERSTANDING CULTURAL AND LINGUISTIC DIFFERENCES

1.4.4 Understanding the Culture of the Community

CRITICAL POINTS

The purpose of this component is to enable participants to integrate theory and practice and to move from understanding the students within the learning context of the school to the learning context of the community. It is an action oriented component which asks participants to provide answers to specific questions. While there are no right or wrong answers for participation within the group, there are right and wrong answers based on the culture with which each participant is dealing. Here the need for cultural informants and culture brokers becomes most important. Ideas of collaboration become critical. No one person has all the information or understands how to use cultural information without the input from both the mainstream and culturally diverse other groups. However, this realization is best made through discovery rather than instruction. Throughout this section on culture, the point of instruction is that culture cannot be taught directly, but must be learned through observation and interaction. Here, in this component, the skills of observation and interaction are developed and heightened.

ACTIVITIES

- In **(1.4.4.T&H.1)** orientation questions are asked to enable participants to focus on a specific community or ethnic group. Participants from different cultural groups should work individually to develop their own answers, then compare answers and determine differences.

- The information in **(1.4.4.T&H.2.A-B)** provides a guide for observing a community. The most effective way to achieve the desired outcome is to complete the guide before visiting the target community, then take a field trip to the community and compare the responses with first hand information. Return to the meeting room and compare differences. Did different groups observe different aspects of the community? Are there patterns of similarities and differences in responses?

- The activity **(1.4.4.T.3)** and **(1.4.4.H.3)** is designed to enable participants to see how cultures are made up of different components. Understanding the hows and the whys of a culture are as important, if not more important, than understanding the what. First ,have participants work together in small groups to list all the things that make up a culture in general such as music, food, perceptions of beauty, celebrations, child-rearing practices, religious beliefs, leaders and other important elements. Next, think of a specific culture and think about each element listed about the general culture and describe the specific practices, the how, and the rationale for these practices, the why of the culture. Compare ideas with other participants who are members of the culture and others who are not members of the culture. One important outcome is the awareness of different levels of culture. At the first or surface level there are objects, the specific unique artifacts which are visible in the culture. The second level can be seen as the activities of the culture. These can really only be understood by someone from that culture or by someone who has participated for an extended time in that culture, someone who knows or does the activity. At the third level is the way in which people act in different settings. Accessing this information is difficult. Even those who participate in the culture do not necessarily understand it, and may be unaware of what they do or why. Some information is conveyed in non-verbal ways such as gestures, voice tone, and eye contact. These behaviors are influenced by individual preference as well as group cultural values. Reflecting on this information can enable teachers and other school personnel to think about ways to incorporate cultural information into the instructional program. Clearly, the first level of information, the what of the culture, is easier to incorporate than the how and the why. Attention to the what alone does not create an understanding of a multicultural environment. It can, in fact, detract from a clearer understanding of cultural differences. In completing this activity, it may be important to focus on the following questions: Do the members have the same perspectives as the non-members? Do some people naturally emerge as leaders and informers in this activity? How can school systems integrate this information into instructional activities and into methods for working with families and communities?

- **(1.4.4.T&H.4)**_provides a vehicle for differentiating between information which can be useful in fostering the process of acculturation and information which may be interesting but serve little purpose in assisting students in becoming successful. Some information, while interesting, may actually detract from the acculturation process. For example, some religions permit more than one spouse in marriages. This information may be valuable in communicating with the family, but could provide negative consequences unless treated sensitively by those persons who value monogamy.

- Sometimes cultural awareness can lead to over-generalization of culture-specific or individual-specific information. In **(1.4.4.T.5)** participants are encouraged to list specific formuli or stereotypes about other cultures. For example, never touch a Thai child on the head. While it is probably a good practice to refrain from touching any children on the head, the converse that children from other countries are now residing in this country and need to be treated as if they were part of this country's mainstream is also true. Have groups list cultural concerns and provide explanations and ways to deal effectively with these differences. Examples are given. Participants should add their own.

QUESTIONS TO BE ANSWERED INDIVIDUALLY AND WITHIN SMALL GROUPS

(1.4.4.T&H.1)

1. Describe this community to someone who has never seen it.

2. What do members of this community see when they go to work every morning and come home from work every night?

3. What do children notice on their way to school?

4. How do people in this community spend their time?

5. What do the children in this community do when they are not in school?

6. What is interesting or unique about this community?

7. What makes it different from other communities?

GUIDED OBSERVATIONS OF A COMMUNITY

(1.4.4.T&H.2.A)

1. What does this community look like? Describe the buildings, the environment, the setting.

2. What is produced in this community? How do the community members earn their living?

3. What types of goods are sold in the stores? Are there speciality stores or specific features that make this community unique?

4. What special services are found within or nearby this community? (Think about hospitals, jails, post offices, shopping malls, freeways, parks.)

5. What types of vehicles are found in this community?

6. Is there any special machinery found in the neighborhoods?

(1.4.4.T&H.2.B)

7. What do the people in this community look like? How are they found? in small groups? in large groups? as individuals?

8. What kinds of games do the children play in this community? Where do they play?

9. What styles of clothing are popular?

10. What types of special events go on in the neighborhoods? Are there specific days for these events? Do these events occur on a weekly, monthly, or yearly basis?

11. What sounds are typically heard in this community?

12. What colors are found frequently in this community?

13. Are there recurring symbols or signs within the community?

LEVELS OF CULTURE
(1.4.4.T&H.3)

Culture Group:______________________

WHAT?	HOW?	WHY?

RELEVANCE OF CULTURAL OBSERVATIONS

(1.4.4.T&H.4)

What observations and/or details are relevant for the school?	What observations and/or details are just interesting?
1. Establishing cultural congruence	
2. Providing instruction which includes culture	
3. Communicating with family members and community	

DIFFERENTIATING BETWEEN STEREOTYPES, FORMULAS, AND INDIVIDUAL NEEDS

(1.4.4.T.5)

Stereotype or Formula	Explanation	Practice
•Touching children on the head •	•Some religious practices hold that the head is the temple of the spirit and should not be touched	•Refrain from touching children's heads, but make students aware of other parallel responses and appropriate interpretations of head touching (such as a sign of affection)
•Requesting students look adults in the eye		

1.5 NEEDS ASSESSMENT

1.5.1 Three Different Needs Assessment Instruments

CRITICAL POINTS

There are a number of methods for determining the professional competencies required by personnel working with handicapped and at-risk limited English proficient and language minority students. Examples of three different surveys are presented here. Each of these can be used to determining the specific needs and interests of personnel concerned with assisting the target populations. Two instruments focus on the development of personnel competencies. One is designed for administrators. Directions are self explanatory.

- In **(1.5.1.H.1.A-C),** the respondents are requested to determine what they know and the importance of the topics under consideration. This survey addresses personnel preparation from the perspective of specific topics and courses. This could be used with teachers and administrators. **Moscoso, R. (1989) Praise Prereferral Intervention Checklist for Teachers , George Mason University, Fairfax, Virginia.**

- In **(1.5.1.H.2),** respondents are asked to look at personnel preparation from a more global perspective in the specific competencies and a knowledge base. It could be used with administrators and can be scan scored by a computer, if scan score sheets are used. **Baca, L., Fradd, S.H., and Collier, C. (In press). Progress in preparing personnel to meet the needs of handicapped limited English proficient students: Results of a survey in three states. Journal of Educational Issues of Language Minority Students.**

- In **(1.5.1.H.3.A-C)**, respondents are asked to rate where they are functioning now and where they would like to be functioning two years in the future. This survey is the most competency based. It focuses on performance rather than course work. It encourages participants to evaluate their competency development across time, and to make projections for improvement. This can then become a source of long term planning and evaluation. It also contains a demographics page **(1.5.1.H.4)** for determining the background and current position of the participants. The demographics sheet can be used with any of the three surveys. **Fradd, S.H., Algozzine, B., & Salend, S.J. (1988). A survey of training needs in bilingual special education. Journal of Educational Issues of Minority Language Students, 2, 5-16. and Fradd, S.H., Algozzine, B., & Salend, S.J. (In press) A comparison of priorities for bilingual special education training. Florida Journal of Teacher Education.**

- An important point to be made here is that personnel from different backgrounds and prior training will see different areas of personnel development as being most important. Previous research with the third instrument **(1.5.1.H.3.A-C)** reveals that bilingual educators found the topic of culture to be far more important than did special educators. This is but one example of how perspectives may differ between bilingual and special education personnel. Some differences in perspectives are to be anticipated. The issue of the value of training in understanding and working with other cultures may be an important point of difference which will have to be considered in developing the program. While input from participants is important, presenter leadership in determining and presenting the curriculum is also needed.

ESOL STUDENTS WITH SPECIAL NEEDS

(1.5.1.H.1)

Instructions: Please rate each of the following on two levels: 1) your current knowledge and skill, and 2) the importance of the topic in your judgement. Please rate each item. at the end of the sheet, you may write in additional topics you wish to learn more about. Your input is very important in determining session topics.

1 = little knowledge/little importance
3 = moderate knowledge/importance
5 = great deal of knowledge and expertise/highly important

Topic	Knowledge	Need
1. Teaching strategies for students in conflict	1 2 3 4 5	1 2 3 4 5
2. Multicultural classroom management	1 2 3 4 5	1 2 3 4 5
3. Learning strategy use for bilingual special need students	1 2 3 4 5	1 2 3 4 5
4. Effective instruction movement and implications for bilingual special ed.	1 2 3 4 5	1 2 3 4 5
5. Curriculum adaptations for ESOL learners	1 2 3 4 5	1 2 3 4 5
6. Curriculum adaptations for students with special needs	1 2 3 4 5	1 2 3 4 5
7. Curriculum adaptations for ESOL students with special needs	1 2 3 4 5	1 2 3 4 5

8. Culturally relevant teaching	1 2 3 4 5	1 2 3 4 5
9. Methods for evaluating materials and curricula developed for bilingual education	1 2 3 4 5	1 2 3 4 5
10. Developing culturally and linguistically appropriate I.E.P.s	1 2 3 4 5	1 2 3 4 5
11. Second language acquisition research and theories	1 2 3 4 5	1 2 3 4 5
12. Characteristics of second language learners	1 2 3 4 5	1 2 3 4 5
13. Cultural patterns and differences	1 2 3 4 5	1 2 3 4 5
14. Evaluating formal tests	1 2 3 4 5	1 2 3 4 5
15. Research and trends in testing linguistically and culturally different students	1 2 3 4 5	1 2 3 4 5
16. The advantages and methods of informal assessment	1 2 3 4 5	1 2 3 4 5
17. Prereferral intervention for ESOL students	1 2 3 4 5	1 2 3 4 5
18. Overview of the various handicapping conditions	1 2 3 4 5	1 2 3 4 5
19. Legislation and litigation in bilingual special education.	1 2 3 4 5	1 2 3 4 5

20. Inter-rater reliability	1 2 3 4 5	1 2 3 4 5

Write in your choice:

21.	1 2 3 4 5	1 2 3 4 5
22.	1 2 3 4 5	1 2 3 4 5
23.	1 2 3 4 5	1 2 3 4 5

Comments:

THANK YOU!

Moscoso, R. (1989). Praise Prereferral Intervention Checklist for Teachers. Fairfax, Virginia: George Mason University.

SURVEY OF ESOL AND SPECIAL EDUCATION ADMINISTRATORS

(1.5.1.H.2)

Circle one. (Scale of 1 to 5, with 1 being of extreme importance and 5 indicating no importance)

1. Knowledge of and sensitivity to cultural and linguistic differences of handicapped limited English proficient students.
   1 2 3 4 5

2. Ability to work with an interpreter in assessment and instruction of handicapped limited English proficient students.
   1 2 3 4 5

3. Knowledge of different cultural perceptions of handicapping conditions.
   1 2 3 4 5

4. Knowledge of the educational implications of social class background and the process of acculturation with limited English proficient students.
   1 2 3 4 5

6. Knowledge of tests and techniques for evaluating the mental capabilities of limited English proficient students.
   1 2 3 4 5

7. Knowledge of general instructional methods applicable to limited English proficient handicapped students.
   1 2 3 4 5

8. Knowledge of the legal issues concerning the education of handicapped limited English proficient students.
   1 2 3 4 5

9. Capacity to integrate teaching techniques from the fields of bilingual/ESOL and special education in addressing the instructional needs of limited English proficient students.
   1 2 3 4 5

10. Knowledge of techniques for developing materials especially for limited English proficient handicapped students.

    1 2 3 4 5

11. Knowledge of methods for interacting effectively with the parents of limited English proficient handicapped students.

    1 2 3 4 5

Baca, L., Fradd, S.H., and Collier, C. (In press). Progress in preparing personnel to meet the needs of handicapped limited English proficient students: Results of a survey in three states. Journal of Educational Issues of Language Minority Students.

SURVEY OF BILINGUAL SPECIAL EDUCATION PERSONNEL

(1.5.1.H.3.A-C)

Please indicate on a scale of 1 to 5, with one meaning little competency and five skillful competency, (a) where you currently are functioning and,(b) where you would like to be functioning in two years, in terms of the bilingual special education competencies listed below.

1. **Competent to administer and interpret formal and informal assessment instruments to LEP special needs children**

NOW	1	2	3	4	5
IN 2 YEARS	1	2	3	4	5

2. **Knowledgeable about the developmental sequence of learning.**

NOW	1	2	3	4	5
IN 2 YEARS	1	2	3	4	5

3. **Skillful in using a wide variety of resources to meet LEP students' interests and instructional levels.**

NOW	1	2	3	4	5
IN 2 YEARS	1	2	3	4	5

4. **Well informed about the general field of special education.**

NOW	1	2	3	4	5
IN 2 YEARS	1	2	3	4	5

5. Knowledgeable about federal and state legislation and funding for LEP handicapped students.

NOW	1	2	3	4	5
IN 2 YEARS	1	2	3	4	5

6. Proficient in both formal and informal written and spoken English.

NOW	1	2	3	4	5
IN 2 YEARS	1	2	3	4	5

7. Proficient in both formal and informal written and spoken language other than English.

NOW	1	2	3	4	5
IN 2 YEARS	1	2	3	4	5

8. Capable of identifying and classifying handicapped LEP students.

NOW	1	2	3	4	5
IN 2 YEARS	1	2	3	4	5

9. Able to understand and appreciate a culture other than that of the mainstream people of the United States.

NOW	1	2	3	4	5
IN 2 YEARS	1	2	3	4	5

10. Proficient in doing linguistic analyses.

NOW	1	2	3	4	5
IN 2 YEARS	1	2	3	4	5

11. Competent in serving as a resource person for teachers with LEP handicapped children.

NOW	1	2	3	4	5
IN 2 YEARS	1	2	3	4	5

12. Competent in classroom organization and management with handicapped LEP students.

NOW	1	2	3	4	5
IN 2 YEARS	1	2	3	4	5

13. Knowledgeable about selecting and adapting materials for use with LEP handicapped students.

NOW	1	2	3	4	5
IN 2 YEARS	1	2	3	4	5

14. Skillful in working with parents of LEP handicapped students.

NOW	1	2	3	4	5
IN 2 YEARS	1	2	3	4	5

15. Competent in moving students out of L1 and into English.

NOW	1	2	3	4	5
IN 2 YEARS	1	2	3	4	5

Bilingual/ESOL Special Education INFUSION and Teacher Training Project
(1986-89) Gainesville, Florida: University of Florida. U.S.
Department of Education OBEMLA Grant #G008635320.

RESPONDENT IDENTIFICATION SHEET

(1.5.1.H.4)

Please identify yourself by providing the following information.

I. Occupation

____1. Teacher - elementary

____2. Teacher - secondary

____3. Administrator - elementary

____4. Administrator - secondary

____5. Administrator - district

____6. Student - undergraduate

____7. Student - graduate

____8. College or university instructor

____9. Other________________

II. Is your work or study in the field of special education? ____1. Yes ____2. No

III. Is your work or study in the field of bilingual education? ____1. Yes ____2. No

IV. Are you bilingual? ____1. Yes ____2. No

V. Which languages do you use in your work?

____1. English

____2. Spanish

____3. Haitian Creole

____4. French

____5. Any Indo-Chinese language

____6. Any Native American language

____7. Other________________

Thank you for your cooperation in gaining this information.

Bilingual/ESOL Special Education INFUSION and Teacher Training Project (1986-89) Gainesville, Florida: University of Florida. U.S. Department of Education OBEMLA Grant #G008635320.

1.6 PROFESSIONAL ORGANIZATIONS

1.6 Which are the Professional Organization working in the area of Bilingual/ESOL Special Education and what services do they provide?

CRITICAL POINTS

- There are a number of professional organizations that have divisions, special interest groups, and resources relevant to the needs of professionals and families in the target areas. An annotated list **(1.6.H.A-E)** of these organizations is provided along with a shorter list of the names and addresses of the organizations **(1.6.T.A-B)**

ACTIVITY

- Have participants collect information on the various groups listed here and then share this information within the group. Encourage them to locate other information on professional organizations and other groups that aren't listed here. Add this to the collection. Look for journals and newsletters which promote ideas and information relevant to the interests of personnel working in the area of bilingual special education.

PROFESSIONAL ORGANIZATIONS

(1.6.T.A-C)

American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700 (Voice/TDD)

Association for Children with Learning Disabilities
4156 Library Road
Pittsburgh, PA 15234

Association for Education and Rehabilitation of the Blind and Visually Impaired
206 N. Washington Street, Suite 320
Alexandria, VA 22314
(703) 548-1884

Association for Retarded Citizens
National Headquarters
2501 Avenue J
P.O. Box 6109
Arlington, TX 76005
(817) 640-0204

Association of Teacher Educators (ATE)
1900 Association Drive, Suite ATE
Reston, VA 22091

Clearinghouse of Disability Information
Office of Special Education and Rehabilitation Services
U.S. Department of Education
Room 3132 Switzer Building
Washington, D.C. 20202-2524
(202) 732-1241, 732-1245, 732-1723

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

Florida Association for Children and Adults with Learning Disabilities
331 East Henry Street
Punta Gorda, FL 33950

Monterey Institute of International Studies
Administrative Office
425 Van Buren Street, Monterey, CA 93940
(408) 647-4123

National Association for Hearing and Speech Action
(The Consumer Affiliate of the American Speech-Language-Hearing Association. See above.)
10801 Rockville Pike
Rockville, MD 20852
(800) 638-8255

National Association of State Directors of Special Education, Inc.
2021 K Street NW, Suite 315
Washington, DC 20006

National Clearinghouse for Professionals in Special Education
The Supply/Demand Analysis Center of the
Council for Exceptional Children
1920 Association Drive, Reston, VA 22091
(703) 620-3660

The Orton Dyslexia Society
724 York Road
Baltimore, MD 21204

PROFESSIONAL ORGANIZATIONS

(1.6.2.H.A-E)

Association for Children and Adults with Learning Disabilities (ACLD)
4156 Library Road
Pittsburgh, PA 15234

What is it? ACLD is the only national organization devoted to defining and finding solutions for the broad spectrum of learning problems. ACLD goals include encouraging research on neuro-physiological and psychological aspects of Learning Disabilities, stimulating early detection programs creating a climate of public awareness and acceptance, disseminating information widely, serving as advocate, and promoting the prevention of Learning Disabilities.

Services offered:

*50 state affiliates with more than 775 local groups, with membership including parents, professionals from many sectors, and concerned citizens.
*information and referral.
*school program development.
*legislation.
*conferences
*newsletter published 5 times a year.
(See also Florida Association for Children with Learning Disabilities.)

Association for Education and Rehabilitation (AER) of the Blind and Visually Impaired
206 N. Washington Street, Suite 320
Alexandria, Virginia 22314
(703) 548-1884

What is it? AER is the international, private, non-profit, membership association of professionals interested in the promotion, development and improvement of all phases of education and rehabilitation of blind and visually impaired children and adults.

Services offered:

*a bi-monthly newsletter called *AER Reports*
*a quarterly journal called Re: View
*a monthly listing of job openings in the field of work with blind persons, called *Job Exchange*.
*a continuing education program, with seminars offered throughout the US and Canada

Association for Retarded Citizens of the United States (ARC)
National Headquarters
2501 Avenue J/P.O. Box 6109
Arlington, TX 76005
(817) 640-0204

What is it? ARC (since 1950) is a volunteer organization devoted to improving the welfare of all children and adults with mental retardation and their families. Members include people with mental retardation, parents and other family members and friends of people who are mentally retarded and professionals who work with them.

Services provided:

*a nationwide television, radio and print media campaign to educate the public about people with mental retardation.
*reducing the incidence of mental retardation through the implementation of known methods of prevention.

- ensuring the legal rights of all people with mental retardation in every state.
- the arc, the association's national newspaper, published six times a year.
- support of 1,300 state and local chapters nationwide. (You can find most local chapters of ARC listed in the phone book as "Association for Retarded Citizens of ...." in the white pages.)

Association of Teacher Educators
1900 Association Drive, Suite ATE
Reston, VA 22091

What is it? ATE is the only national individual-membership organization devoted solely to the improvement of teacher education for both school- and college-based educators.

Services provided:

- publication: Action in Teacher Education (quarterly journal; a bi-monthly newsletter, books selected specifically for the teacher educator audience.
- conferences, summer workshops, drive-in clinics
- national awards and recognition
- special interest groups, national representation
- National Academy for Teacher Education

Clearinghouse on Disability Information
Office of Special Education and Rehabilitative Services
U.S. Department of Education
Room 3132 Switzer Building
Washington, DC 20202-2524
(202) 732-1241, 732-1245, 732-1723

What is it? Created by the Rehabilitation Act of 1973, the Clearinghouse responds to inquiries, and researches and documents information operations serving the handicapped field at the national, state and local levels.

Services offered:

- Responses to inquiries on a wide range of topics, especially in the areas of Federal funding for programs serving disabled people, Federal legislation affecting the handicapped community, and Federal programs benefiting people with handicapping conditions. The Clearinghouse is knowledgeable about who has information and refers inquirers to appropriate sources.
- *OSERS News in Print:* a newsletter which focuses on Federal activities affecting people with disabilities and new developments in the information field.
- *A Summary of Existing Legislation Affecting Persons with Disabilities*: a history and description of all relevant laws through 1987.
- *Educating Students with Learning Problems: A Shared Responsibility:* a report by Assistant Secretary Madeleine Will describing what an OSERS Task Force perceived to be weaknesses in current approaches to the education of students with learning problems and strategies for correcting these weaknesses.
- *Pocket Guide to Federal Help for Individuals with Disabilities:* a summary of benefits and services available to qualified individuals.

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091
Contact: Bruce A. Ramirez, Special Assistant for Ethnic and Multicultural Concerns
(703) 620-3662 (Voice or TDD)
(703) 264-9494 (FAX)

What is it? CEC is a non-profit organization, founded in 1922, whose members are dedicated to quality education for all exceptional children. CEC in the U.S. and Canada seeks to advance the education of children with handicaps and the gifted and talented, improve the quality of instruction, and support and promote the special education profession.

Services provided:

- *two periodicals, Exceptional Children (EC) and TEACHING Exceptional Children (TEC).
- *annual convention.
- *topical conferences, symposia and training.
- *participation in special organizations concentrating on a particular exceptionality or aspect of the profession.

Ethnic and Multicultural Activities and Resources (in addition to those that occur in relation to the above):

- *Ethnic and Multicultural Bulletin.
- *EC Special Issue (October,1989): Meeting the Multicultural Needs of the Hispanic Students in Special Education.
- *A collection of publications on culturally diverse exceptional children, e.g. Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions (1988); Educational Services to Handicapped Students with Limited English Proficiency: A California State-Wide Study (1986), etc.
- *computer search reprints, e.g. Identification and Assessment of Exceptional Bilingual Students, Culturally Diverse Gifted Students, etc.
- *specialized training, Systematic Instructional Planning for Exceptional Bilingual Students.
- *periodic symposia on culturally and linguistically diverse exceptional children.

Florida Association for Children and Adults with Learning Disabilities (FACLD)

331 East Henry Street
Punta Gorda, FL 33950

What is it? FACLD is an affiliate of National ACLD, and is a non-profit organization committed to the support and education of parents of learning disabled children, professionals who work with learning disabled children and adults, and adults who are learning disabled.

Services provided:

- *local chapters in many counties which hold regular meetings.
- *programs and workshops at which experienced professionals and parents impart their knowledge about dealing successfully with the learning disabled.
- *free or nominal-cost publications about causes, methods of treatment, and associated problems and legal rights of learning disabilities.
- *Parent Support Groups, Young Adult Support Groups, Child and Teen Support Groups.
- *Parent training and Advocacy programs to safeguard the legal and educational rights of the learning disabled.
- *State and National lobbying efforts to promote legislation of benefit to the learning disabled
- *Annual State Conferences bringing together national experts in fields related to learning disabilities.

Monterey Institute of International Studies
Administrative Office
425 Van Buren Street
Monterey, CA 93940
(408) 647-4123

What is it? The Institute is a professional graduate school dedicated to the preparation of students for careers in international affairs in both the public and private sectors.

Services provided:

*integrates foreign languages, taught in a cultural context, into the MBA degree in international management, the MA in international policy studies and the MPA in international public administration.
* substantive courses in political, economic and social subjects taught in six of the foreign languages we offer at the Institute.
*degrees in teaching languages, to include the MA in TESOL.
*MA in Teaching Foreign Languages.
*ESL program.
*highly specialized degrees in translation and interpretation.

National Association for Hearing and Speech Action (NAHSA)
10801 Rockville Pike
Rockville, MD 20852
(800) 638-8255

What is it? The Consumer Affiliate of the American Speech-Language-Hearing Association (See ASHA above.)

Services provided:

*information to people with communication disorders.
*public information and education programs.
*publications.
*toll-free HELPLINE telephone number consumers may call to receive free information packets and professional referrals.

National Association of State Directors of Special Education, Inc.
2021 K Street NW, Suite 315
Washington, DC 20006

Services provided: information researched through the National Clearinghouse for professionals in Special Education (See below.)

National Clearinghouse for Professionals in Special Education
The Supply/Demand Analysis Center
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

Services provided:

*publications researched on subjects related to personnel supply and demand.
*Social Environment of the Schools
*Cross Age and Peer Tutoring: Help for Children with Learning Problems
*Special Education in Transition: Concepts to Guide the Education of Experienced Teachers

The Orton Dyslexia Society

International Headquarters
724 York Road
Baltimore, MD 21204
(301) 296-0232

What is it? The Orton Dyslexia Society is a non-profit organization dedicated to facilitating understanding of dyslexia.

Services provided:

*at least 44 state or local branches, which hold at least one public meeting or workshop a year.

*You are invited to place your name on any branch mailing list to be advised of the meetings.

*books and other publications on dyslexia.

MODULE 1: FOUNDATIONS OF MULTICULTURAL EDUCATION BIBLIOGRAPHY

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